DOCUMENT RESUME

ED 192 943 RC 011 860

TITLE An Urban-Oriented Fieldwork and In-Circuit Television Based Teacher Training Program for Bilingual Bicultural Education Focusing on Teachers of Limited English Speaking Ability School Age Students: A Model Program for the Urban Middlewest Schools (Milwaukee, Wisconsin), 1976-1977. Year 1. Final Report.
INSTITUTION Wisconsin Univ., Madison. School of Education.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
BUREAU NO 403EH60095
PUB DATE 77
GRANT G00764777
NOTE 122p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Bilingual Education; Bilingual Teachers; Demonstration Programs; Educational Objectives; Field Experience Programs; Higher Education; Latin American Culture; *Multicultural Education; Program Descriptions; Program Evaluation; Questionnaires; Scholarships; *Spanish Speaking; Student Teaching; Teacher Certification; *Teacher Education; *Teacher Education Curriculum; *Urban Education
IDENTIFIERS *Limited English Speaking; Wisconsin

ABSTRACT

A detailed program description and evaluation are contained in the final report of a demonstration project designed to prepare certified teachers of limited English speaking ability students for bilingual bicultural education programs. The introductory section summarizes the purpose of the program, which offered traineeships to individuals intending to acquire a major or minor in bilingual education and to become proficient in both Spanish and English. The second section, the bulk of the report, presents objectives and courses for the four-year degree program leading to Wisconsin certification. Required and elective courses are listed by age levels (early childhood through secondary) and by program components (language, culture, professional preparation, and fieldwork in urban classrooms). Subsequent sections discuss selection of trainees, coordination between the university and local education agencies, and collaboration with the Center for Latin America. The final section contains the program evaluation, conducted by an independent evaluator and based on questionnaires administered to all staff and student members of the project. Appendices include a variety of project correspondence and the traineeship application and selection forms. (JH)

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FINAL REPORT

AN URBAN-ORIENTED FIELDWORK AND IN-CIRCUIT TELEVISION BASED TEACHER TRAINING PROGRAM FOR BILINGUAL BICULTURAL EDUCATION FOCUSING ON TEACHERS OF LIMITED ENGLISH SPEAKING ABILITY SCHOOL AGE STUDENTS: A MODEL PROGRAM FOR THE URBAN MIDDLEWEST SCHOOLS (MILWAUKEE, WISCONSIN).

YEAR 1

A MODEL PROGRAM
1976 - 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SCHOOL OF EDUCATION
THE UNIVERSITY OF WISCONSIN-
MILWAUKEE

RC 011860

FINAL REPORT

An Urban-Oriented Fieldwork and In-Circuit Television Based Teacher Training Program for Bilingual/Bicultural Education Focusing on Teachers of Limited English Speaking Ability School Age Students: A Model Program for the Urban Midwest Schools (c.f., Milwaukee, Wisconsin). Year I.

A MODEL PROGRAM
1976-1977
Project Number: 403EH60095
Grant Number: G00764777

School of Education
The University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

Professor Diana E. Pelaez-Rivera Bartley
Project Director

The research reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official policy of the United States Office of Education nor endorsement of this report in total or in part.

Submitted to the Office of Bilingual Education
United States Office of Education

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A. Abstract

The following considerations were taken into account as those of utmost importance for the operation of the proposed teacher training program: 1) that certified teachers in bilingual education and presently teaching in the neighboring school districts take an active role in the training of their aides becoming teachers and future colleagues and become "hand in glove" partners at the University (specific reference to Milwaukee Public School teachers will sometimes be made due to the already existing cooperation); 2) that the training of teachers of children of limited English speaking ability whose native language is Spanish must be carried out in both English and Spanish; 3) that the individual learning problems related to non/limited English speaking ability be focused upon not only in terms of methodology and preparation, but also in terms of the cultural background of the student in the classroom; 4) that the evaluation of the program as it exists with the aspects proposed be on-going in order to maintain a high degree of excellence; 5) that a practical orientation is needed in order to adequately train teachers for the classroom; and 6) that continuous impact from all concerned be maintained especially throughout the community advisory council in bilingual education of southeastern Wisconsin.

In terms of applicability of this model to other groups, the evaluation of this program is extremely important. As a successful program, its model can be adapted and applied by other bilingual programs in Wisconsin whose language and culture are being either maintained or restored.

In sum, the proposed program reflects an urban-oriented fieldwork and in-circuit television based teacher training program for Bilingual/Bicultural Education focusing on teachers of limited English speaking ability school age students.

A.1. Need: The Nature and Magnitude of the Need for the Proposed Training Activities (federal regulations 123.34 Criteria 1).

As a result of the already existing program (a program of instruction K-12 in the public schools) in the Milwaukee Public Schools and the steps being taken in other neighboring school districts in southeastern Wisconsin, the University of Wisconsin-Milwaukee has established what is now the only fully inclusive teacher training program in the state of Wisconsin.* This was an attempt on the part of the University to deal with the schools in offering its services for the training of teachers. The need can be documented by stating that at the time of the program conception, less than two years ago, there did not exist a program of its kind. The need can be further documented that there were no teachers trained in bilingual/bicultural education in this state, and it is only since 1973 that training commenced. The need is further established by the numbers of limited English speaking students in the Southeastern Wisconsin school districts.

*University of Wisconsin-Milwaukee does not train persons to become teacher aides; the program does not include a minor as will be seen in Section B. This is done by neighboring technical colleges.

A.2. Purpose

The purpose of the entire program during the 1976-77 academic year and its continuation was and is to provide teacher training through educational experiences both on the practical classroom situation. The focus of the program is to permit teachers to effectively deal with students in the classroom who are of limited English speaking ability and to be sensitized to the diverse cultural backgrounds related to the students.

The purpose of the teacher training program is to permit the teacher trainees to work more closely with university staff in a variety of departments thereby giving the student every possibility of taking advantage of the various sections of the university which contribute to the program. Since the teacher training programs conducted through the Department of Curriculum and Instruction of the University of Wisconsin-Milwaukee must form an integral part of this institution of higher education, those students enrolled in bilingual education are provided the capability to work in different sections of the university.

A.3. Program Description: Approximate Statistics

Following is a listing of basic personnel at the University of Wisconsin-Milwaukee whose work contributed to the bilingual program area of concentration:

Pelaez-Rivera Bartley	Bailey Gomez	Silverberg
Borger	Fernandez	Greenfield
Cortina	Suarez-Murias	Carreno
Valdaliso-Perlman	Green	Taylor
Eckman	Flores	Larscheid
Washabaugh	Serron	

Listing of Milwaukee Public School teachers and personnel from other institutions who participated to complement professional preparation sections:

Rosario	Lozano	Carbajal
Devlin	Lopez	Periquet
Larscheid	Silva	Baez
Burgos	Cabassa	Santos de Garcia

Those students who participated as 1976-1977 bilingual/bicultural teacher trainees are as follows:

Campos, Ester D.	Secondary education
Collins-Rodriguez, Barbara Ann	Elementary education1-6
Delgadillo, Ana Maria	Elementary education 1-6
Diaz-Arnzten, Cristina	Certification/Masters Elementary
Gallegos, Maria	Elementary education 1-6
Harrison, Juana	Elementary education 1-6
Hernandez, Julia	Elementary education 1-6
Keiler, Betty Ridao	Elementary education 1-6
Mastaglio, Mary A.	Certification/Masters Early Childhood

Negron, Luz Maria	Certification/Masters Early Childhood
Powers, Maria Cruz	Elementary education 1-6
Ramon, Josefina	Elementary education 1-6
Reyes, Elsie	Elementary education 1-6
Rodriguez, Maria Isabel	Elementary education 1-6
Santiago, Alba	Elementary education 1-6
Schukow, Jill	Early Childhood
Tovar, Lourdes	Elementary education 1-6
Weier, Aurora	Certification/Masters Early Childhood

The following chart provides an analysis of the number of students who are enrolled at all levels or have graduated since the program's approval at the end of May, 1973 for September, 1973 implementation.

Early Childhood N-3	Elementary 1-6	Pre and Early Adolescents
Mullen, S.	Rodriguez, M.	Vega, G.
Hernandez, O.	Aguirre, E.	Campos, E.
Angeles, R.B.	Meyers, M.	
Primeau, Y.	Parks, M.	
Gonzalez	Morales, F.	
Hernandez, A.	Feliciano, R.	
Schukow, J.	Weymeier, M.	
Perez, H.	Guzman, N.	
	Rodriguez, R.	
	McGill, M.	
	Santiago, A.	
	Cruz, I.	
	Gallegos, M.	
	Uribe, J.	
	Deida, G.	
	Delgadillo, A.	
	Fernandez, M.	
	Rodriguez-Collins, B.	
	Harrison, J.	
	Cruz-Powers, M.	
	Santiago, H.	
	Sanchez, V.	
	Rivera, L.	
	Rudman, C.	
	Ramirez, M.	
	Perez, F.	
	Perez, C.	
	Norwood, M.	
	Kaczmarek, D.	
	Sauter, G.	
	Lopez, M.	
	Blanco, A.	
	Rivera, P.	
	Evora, G.	
	Ramos, F.	

Early Childhood N-3	Elementary 1-6	Pre and Early Adolescents
	Luz, A. Gely, R. Henn, K. Hernandez, J. Ramon, J. Tovar, L. Keller, B. Castaneda, E. Lewis, S.	
Secondary	Graduated	Post-Baccalaureate Bilingual Teacher Certification
Navarro, L. Cruz, H. Acevedo, G. Gomez, T. Guajardo, F. Werkmeister, A.	Montoto, G. Killian, M. Katz, B. Tovar, L. Burgos (M.S.) Schult-Quiros, L. (secondary) Rosario (M.S.) Rank (M.S.) Rodriguez (secondary) Thiele (K-3) Prinzi, L. (K-3) Ridao, B. Ramon, J.	Magness, S. Stuckert, M. Fernandez, J. (secondary) Horvath, L. (secondary) Negron, L. (K-3) Neumann, F. Rodriguez, G. Espinoza, S. Luna, G. Gonzalez, M. (secondary) Lewis, S. Lowenstein Rupert, M.
Doctorate	Bilingual/ Exceptional Education	Masters in Curriculum & Instruction: Bilingual Area of Concentration
	Silva Rivera Olaiz, M. Rucinski, C.	Gonzalez, J. Van Veen, C. Topping, A. Horvath, L. Fernandez, A. Fernandez, J. de la Cruz, G. Rodriguez, G. Menendez-Harrison, N. Negron, L.

Doctorate	Bilingual/ Exceptional Education	Masters in Curriculum & Instruction: Bilingual Area of Concentration
		Weier, A. Espinoza, D. Shane, T. Shane, J. Anderson, H. Killian, M. Torres, D. Campos, E. Loveland, N. Buss, S. Cruz, R. Stecker, S. Sanfellipo, A. Diaz-Arntzen, C.

The following is representative of the 1976-1977 schedule for the students and staff involved in the teacher training program.

July, 1976. The 1976-1977 year began with the negotiations the last week of July, 1976.

August, 1976. The first week of August, 1976, the application forms for the traineeshps were prepared and disseminated throughout the Milwaukee and Sheboygan Title VII programs as well as other local school districts. These traineeships application forms were based on the 1975-1976 forms used by the Milwaukee Public Schools in conjunction with the University of Wisconsin-Milwaukee Title VII teacher education program. These application forms, as well as the selection forms, were revised, distributed, and disseminated as widely as possible.

The panel was invited during the second week of August. Each school district and group of patents were invoted to send a representative. Trainees were selected the last week of August.

September, 1976. Trainees were scheduled for special advising days and were registered for their classes. One position was financially backstopped on a temporary basis in order to provide one necessary salary until the grant papers arrived.

October, 1976. Grant papers arrived on October 2. The first class initiated funds in the 1975-1976 academic year was picked up by university funds in the fall of 1976-1977.

November, 1976. The multi-media kit, a subcontract from the Midwest Resource Center to UWM was in the completion stages and its production

began to dovetail with the teacher training program in terms of training and viewing of teacher trainees. Plans for December advising days were formulated and announcements were circulated throughout the southeastern part of Wisconsin. Consultations for Semester I were organized as well as bilingual classes for Semester II.

December, 1976. Advising days took place on December 6, 7, and 8. Work towards the establishment of a new course in secondary bilingual reading began. Plans for bringing consultants and recruiting staff from Puerto Rico were also initiated.

January, 1977. Wrap-up registration, additional advising days. Monthly meeting with trainees.

February-April, 1977. Monthly meeting with trainees.

April 20 and 23, 1977. "The Culture Free Test: A Chimera?" Lecture and meeting with Dr. Milton Silva, psychologist.

April 27, 1977. "Teaching Social Studies in the Bilingual Education Classroom." Lecture/discussion of methods and materials by the Milwaukee Public Schools' secondary bilingual supervisor Fermin Burgos.

May, 1977. Advising for trainees and other students. Monthly meeting for trainees.

June 8, 1977. "The Aztecs of Tenochtlitlan and Mexico City: Teaching Culture through the Social Studies." Lecture/discussion with Fernan Lozano, Bilingual Education Service Center.

June 15, 1977. "The Bilingual Curriculum Emphasizing Pre-Reading and Reading: A General Discussion with Questions and Answers." Lecture/discussion with Tomas Cabassa, Bilingual Education Service Center.

July 21-23, 1977. "Spanish Language Arts in the Bilingual Classroom." One-credit workshop in the Department of Curriculum and Instruction with Professor Ramonita Santos de Garcia, University of Puerto Rico.

B. ENTIRE DEGREE PROGRAM: SOUNDNESS OF PROGRAM AND OBJECTIVES

B. Entire Degree Program

Soundness of proposed program and statement of objectives designed to meet needs assessed; objectives are inter-related, specific measureable and realistically attainable in a 4 year period to achieve B.A. degree.

B.1. Overall Explanation: Bilingual-Bicultural Education

The teacher education program in bilingual/bicultural education is composed of the major area (bilingual/bicultural education) and the professional preparation area for bilingual/bicultural education which is complementary to the major area. The major area and the professional preparation area form the teacher training program. The program follows the requirements for teacher education established by the Department of Public Instruction and in cooperation with this agency, bilingual/bicultural teacher education was initiated (see B.2.).

A prerequisite for admission to the area of concentration is bilingual ability which is demonstrated through formal coursework or native ability in a language other than English. The training consists of three basic components: a) the language component, a prerequisite, in which one expects to work in bilingual education (which may be waived if one is bilingual natively); b) the linguistic and teaching principles component; c) the cultural component. Within the latter two, a maximum amount of flexibility is permitted within the program in order that the student may tailor his program by choosing the courses which suit his interests.

Three important aspects of the bilingual and bicultural education area of concentration should be stressed: 1) the pragmatic orientation of the suggested linguistic courses; 2) the educational techniques course which includes a built-in microteaching component in which students role-play the role of the bilingual teacher and the student and in which the teach-critique-reteach-recritique cycle is used with a pre-post-conference session; and 3) the culture of the student which is viewed through a) the relationship of language to the specific latin culture and b) the definition of culture as viewed through anthropology, sociology, history of Spanish-speaking peoples in anglo-America, culture as related to education, educational psychology (refer to section 3 for illustration of entire degree program).

Available are secondary majors, minors and study areas; also, pre- and early adolescent, elementary, and early childhood areas of concentration.

B.1. Entire Degree Program.

The degree program in section B of the proposal operated this fall semester. As is to be expected, the courses in Section B of the proposal were offered in the fall or will be offered in the spring.

The following list of courses is representative of offerings during Semester I, 1976-77.

912-103	First Semester Spanish	Staff
912-104	Second Semester Spanish	"
912-203	Third Semester Spanish	"
912-204	Fourth Semester Spanish	"
912-215	Spanish Conversation	"
912-301	Elementary Survey of Spanish Literature	Komanecky
912-302	Elementary Survey of Spanish Literature	Ullman
912-303	Elementary Survey of Spanish-American Literature	Cartwright
912-305	Modern Puerto Rican Literature	Cortina
912-309	Spanish for Spanish Speakers	Staff
912-310	Composition and Conversation	Ullman
912-311	Advanced Composition	Suarez-Murias
912-340	Phonetics	Cartwright
448-437	Latin America in the 20th Century	Bartley
448-438	Spanish-Speaking Peoples of Anglo-America (Spanish)	Bartley
272-343	Teaching of Reading taught in Spanish	Rosario
272-542	General Principles in Bilingual Education	D. Bartley

All courses listed above are on campus, 16 week courses.

The following list of courses is representative of offering during Semester II. 1976-77.

247-379	Latino Movements and Trends in the U.S.: A Socio-Political Analysis	Flores
270-779	Bilingual/Bicultural Education and the Law	Fernandez
272-500	Workshop in C & I: Bilingual Materials (Spanish)	Bartley
272-641	Principles and Methods of Teaching English as Second Language	Larscheid
206-100	Introduction to Economics (Spanish)	Salinas
600-112	College Algebra (Spanish)	Castillo
912-173	Introduction to Latin America	Cortina
912-103	First Semester Spanish	Staff
912-104	Second Semester Spanish	Staff
912-203	Third Semester Spanish	Staff
912-204	Fourth Semester Spanish	Staff
912-299	Hispanic Theater: Play Production	Haughton
912-302	Elementary Survey of Spanish Literature	Cortina
912-303	Elementary Survey of Spanish-American Literature	Staff
912-304	Mexican Literature from Independence to Modern Times	Vento
912-309	Spanish for Spanish Speakers	Staff
912-310	Spanish Composition and Conversation	Haughton
912-381	Honors Seminar: Latin American Literature in Translation. The Twentieth Century Short Story	Green

912-801	Seminar in Spanish American Literature: Social Themes in Contemporary Spanish American Literature	Green
550-302	Fieldwork in English as a Second Language	Eckman
550-570	Topics in Linguistics: Bilingualism	Eckman
448-437	Latin America in the Twentieth Century	Bartley
156-570	Issues in Bilingualism	Washabaugh
350-214	Literature of Three Cultures in the Southwest-Indian, Spanish, and Anglo	Harrold
778-630	Latin American Politics	Handelman
900-224	American Minority Groups	Jacobson

Professional preparation component for bilingual/bicultural education:

The professional preparation component, housed in the School of Education, includes participation from the departments of Educational Psychology and Cultural Foundations which offer coursework for bilingual/bicultural teacher trainees in English and Spanish. The Department of Curriculum and Instruction coordinates the activities and offers the majority of courses for the professional preparation of teachers. In the case of the bilingual/bicultural program, the courses are offered in English and Spanish or in some cases Spanish only and this is done in cooperation with teachers from local public school districts.

The professional preparation area for bilingual/bicultural teacher trainees, as well as other teachers, complements the major or area of concentration in that it affords the student the opportunity of putting the major field into practice both at the University and in the local schools. It is the preparation for entering the professional world of teaching the practical adaptation of the major area is carried out through:

i coursework (many courses carry fieldwork placements)
ii preliminary fieldwork
iii developmental fieldwork
iv student teaching

(Refer to section 3: illustration of professional preparation.
Refer to fieldwork section for detailed explanation.)

B.1.a. Purpose

i. Purpose
ii. Purpose as relates to University-wide efforts

The purpose of the entire program is to provide teacher training through educational experiences both on a practical level and on a theoretical level which inturn can be applied to a practical classroom situation. The focus of the program is to permit teachers to effectively deal with students in the classroom who are of English speaking ability and to be sensitized to the diverse cultural backgrounds related to the students.

The purpose of the teacher training program is to permit the teacher trainees to work more closely with university staff in a variety of departments thereby giving the student every possibility of taking advantage of the various sections of the university which contribute to the program. Since the teacher training programs conducted through the Department of Curriculum and Instruction at the University of Wisconsin-Milwaukee must form an integral part of this institution of higher education, those students enrolled in bilingual education are provided the capability to work in different sections of the university. This will become clearly evident in the program outline in Section B of this proposal. In essence, the bilingual/bicultural teachers' education combines efforts of faculty and departments on a university-wide scale while being coordinated in the department whose mission it is to train teachers, the Department of Curriculum and Instruction in the School of Education.

B.1.b. Program Objectives

B.1.b.1. Overall Programmatic Objectives

i to prepare teachers that will fulfill the competencies illustrated in the technical skills of teachers for the bilingual/bicultural teacher education program

ii to increase University of Wisconsin--Milwaukee's capacity for training Bilingual/Bicultural teachers during the academic year 1976-1977.

iii to coordinate workshops in bilingual/bicultural education among UWM and other educational institutions and local educational agencies

iv to increase the number of bilingual teachers in the school system

v the delivery of additional needed courses and other types of fieldwork experiences for the bilingual/bicultural education program

vi the gradual subsidy of these courses by local funds.

B.1.b.2. Programmatic objectives for teacher trainees

i to prepare the pre-service teacher to achieve the desired fluency through the specially designed Spanish for Spanish speakers and appropriate English courses

ii to prepare bilingually the pre-service teacher in the content matter at the early childhood, elementary, junior high school or senior high school level

iii to prepare the pre-service teacher in courses taught in both languages and to have students use professional materials in both languages

iv to offer the pre-service teacher those field experiences (in close conjunction with practitioners) which will permit his/her to acquire more insight into the culture associated with the language

v bilingual preparation of pre-service teachers in their professional courses

and

vi fulfillment of course entitled "Language and Culture"

vii to prepare pre-service students in general methodology course and bilingual education methodology course and related field experience and student teaching to recognize differences among instructional goals

viii to produce students through section in educational psychology for bilingual students and related field experiences to understand the different comains of the psychology of bilingual children

ix to prepare students in bilingual curriculum materials workshop 272-500; material selection constitutes a part of each course

x to prepare the students in individualization through the use of fieldwork, the individualization seminar and the topic of individualization which forms sections of different courses

xi through the use of cultural foundations courses and experiences and the work in the bilingual curriculum materials center, students are prepared to meet this need.

xi-xii to have students follow implementation of UWM School of Education human relations program required of all teacher trainees as part of human rights code; work in courses in cultural foundations

xiii-xiv to have students achieve these needs through offerings in cultural component and special courses such as "Latin Folklore in the Bilingual Classroom" and methodology courses.

B.1.c. Charts of needs assessed, program objectives which are interrelated, measurement of objectives and attainment of objectives in a specified time period

Needs of the population

1. Demographic data indicates that there is a substantial portion of the population which needs education in English due to their limited English speaking ability.

2. This same population needs education in and via its mother tongue, Spanish.

Overall need to save population: bilingual teachers at all levels.

The following charts serve to illustrate:

1. the overall need to serve the population, the programmatic objectives to meet overall need, measurement of objectives and the time period in which the objectives can be attained.

2. the specific needs of the future teachers needed to serve the population, the related programmatic objectives for teacher trainees to meet the stated needs, the measurement of the objectives, the time period in which the objectives can be attained.

(see next page)

Chart I

Overall Need	Programmatic Objectives to Meet the Overall Need	Measurement of Objective	Objective Attainable Within Specified Time Period
Overall need to serve population	Programmatic objectives to serve the overall need of the population		
i. To produce bilingual/bicultural teachers at all levels	i. To prepare teachers that will fulfill the competencies illustrated in the technical skills of teachers; bicultural teacher education program	Internal Evaluation (see #8) External Evaluation	year by year process; each student completes four year program
	ii. To increase University of Wisconsin--Milwaukee's* capacity for training Bilingual/Bicultural teachers during the academic year 1976-77.		gradual year by year process began in 1975-76; one additional course accepted on hard funds
	iii. To coordinate workshops in bilingual/bicultural education among UWM, other educational institutions and local educational agencies		1976-1977 and future years
	iv. To increase the number of bilingual teachers in the school system		year by year process numbers increasing with each year
ii. To serve the need of the population, the University needs to continue to increase the capacity of the program to train teachers	v. The delivery of additional needed courses and new types of fieldwork experiences for the bilingual/bicultural education program		1976-1977 and year by year process thereafter
	vi. The gradual subsidy of these courses by local funds.		1976-1977 and year by year process thereafter

* University of Wisconsin--Milwaukee is referred to as UWM

Chart II

Specific needs of the teachers--needed to serve the above population with programmatic objectives for teacher trainees

	Needs	Programmatic objectives for teacher trainees	Measurement of Objectives	Objective Attainable Within Specified Time Period
Communication Skills and Language ability	i. communicative competence in Spanish and English in all language skills: speaking, listening, reading, writing and grammar of both languages	i. to prepare the pre-service teacher to achieve the desired fluency through the specially designed Spanish for Spanish speakers and appropriate English courses	1. course evaluation or 2. proficiency examination 3. internal evaluation 4. external evaluation	attainment of desired fluency depends on each individual; however, competence* in both languages is required for entrance into the program
	ii. need for teachers to communicate content matter in the classroom in both Spanish and English	ii. to prepare bilingually the pre-service teacher in the content matter at the early childhood, elementary, junior high school & senior high school levels	1. evaluation in courses 2. student teaching supervision and evaluation	Throughout the teacher education program**
	iii. need for teachers to read, understand and interpret professional material written in Spanish and English	iii. to prepare the pre-service teacher in courses taught in both languages and to have students use professional materials in both languages	1. student evaluated in courses on ability to use professional materials in both languages 2. internal evaluation 3. external evaluation	Throughout entire teacher education program especially years 3 & 4
	iv. need for teachers to communicate in bicultural and cross-cultural situations, i.e. to possess bicultural understanding	iv. to offer the pre-service teacher those field experiences (in close conjunction with practitioners) which will permit him/her to acquire more insight into the culture associated with the language	1. pre-education fieldwork evaluation by practitioner 2. developmental fieldwork evaluation by practitioner	year 2(one semester) year 3(one semester)

* language competence is assessed through an oral proficiency examination given at this University unless a person can prove bilingual ability in an oral interview.

** the teacher education program is a 4 year program. Students are admitted to the School of Education at

Chart II

Specific needs of the teachers--needed to serve the above population with programmatic objectives for teacher trainees

	Needs	Programmatic Objectives for Teacher Trainees	Measurement of Objectives	Objective Attainable Within Specified Time Period
			3. student teaching 4. field experience attached to specified courses 5. internal evaluation	year 4(one semester) throughout teacher education program
Communication Skills and Language Ability	v. ability to utilize professional and subject matter content jargon in both languages	v. bilingual preparation of pre-service teachers in their professional courses	1. course evaluations 2. course competencies fulfilled in Spanish and English	years 3 and 4 of teacher education program
	vi. need teachers who have the ability to understand the cultural differences of language.	vi. as in #iv. and fulfillment of course entitled "Language and Culture"	1. pre-education fieldwork evaluation by practitioner 2. developmental fieldwork evaluation by practitioner 3. student teaching 4. field experience attached to specified courses 5. internal evaluation	completion of program
Technical Skills of Teaching	vii. need teachers who have ability to identify both long and short term instructional goals in bilingual education	vii. programmatic objectives for teacher trainees to prepare pre-service students in General Methodology courses and Bilingual Education Methodology courses and related field experience and student teaching to recognize differences among instructional goals.	1. course evaluation 2. rating on technical skills of teaching during student teaching 3. internal evaluation 4. external evaluation	years 3 and 4 of teacher education program

Chart II

Specific needs of the teachers--needed to serve the above population with programmatic objectives for teacher trainees

Technical Skills of Teaching

Needs	Programmatic Objectives for Teacher Trainees	Measurement of Objectives	Objective Attainable Within Specified Time Period
viii. teachers who have ability to identify students affective, psychomotor, cognitive bilingual and cultural development.	viii. to produce students through section in Educational Psychology for bilingual students and related field experiences to understand the different domains of the psychology of bilingual children.	1. course evaluation and course fieldwork especially related to this objective 2. internal evaluation 3. external evaluation	year 3 and 4
ix. need teachers who can select appropriate materials for instructional goals and learning needs of individual students in the bilingual classroom	ix. to prepare students in bilingual curriculum materials workshop 272-500, materials selection constitutes a part of each course.	1. evaluation of students preparation of original materials for bilingual classrooms. 2. internal evaluation 3. external evaluation	year 3 or 4
x. need teachers who are capable of varying the instructional strategies to accommodate different learning styles in the bilingual classroom especially where there is heterogeneity in the classroom, i.e. Spanish dominant and English dominant together.	x. to prepare the students in individualization through the use of fieldwork. The individualization seminar and the topic of individualization which forms sections of different courses.	1. course evaluation 2. fieldwork evaluations 3. internal evaluation 4. external evaluation	year 2 and 3

Chart II

Specific needs of the teachers--needed to serve the above population with programmatic objectives for teacher trainees

	Needs	Programmatic Objectives for Teacher Trainees	Measurement of Objectives	Objective Attainable Within Specified Time Period
Tech. Skills of Teaching	xi. need teachers who are able to select materials that are culturally congruent with the language of instruction	xi. through the use of Cultural Foundations courses and experiences and the work in the bilingual material center, students are prepared to meet this need.	1. course evaluation 2. materials prepared 3. internal evaluation 4. external evaluation	year 3 or 4
Human Relations Skills	xii. need teachers who demonstrate ability to understand that humans need dignity and are active participants in their own learning style in their own culture and in their own language	xii. to have students follow implementation of UWM's School of Education Human Relations program required of all teacher trainees as part of Human Rights Code; where students work in courses in Cultural Foundations.	completion of Wisconsin Human Relations Code requirements including 12 "units" of human relations fieldwork which require evaluation	throughout upper division training
	xiii. need teachers who understand values, attitudes and beliefs that are characteristic of cultures other than the mainstream culture.	xiii. to have students achieve these needs through offerings in cultural component and special courses such as "Latin Folklore in the Bilingual Classroom" and Methodology course.	1. course evaluation 2. student teaching 3. internal evaluation	year 2 and 3 professional semester year 4
Cultural Background	xiv. need to develop background in the history, the folklore, the traditions, the arts of the different ethnic groups associated with the Spanish language.	xiv. to have students achieve these needs through offerings in cultural component and special courses such as "Latin Folklore in the Bilingual Classroom" and Methodology course.		
	xv. need to be able to apply the cultural background in meaningful instructional segments.			

B.2. Wisconsin State Certification in Bilingual-Bicultural Education

On February 4, 1974, the School of Education (Department of Curriculum and Instruction) at the University of Wisconsin-Milwaukee announced that state certification for teachers in Bilingual-Bicultural Education was made available (see attached). Training, pre-service and post baccalaureate in Bilingual and Bicultural Education is now certifiable by the Department of Public Instruction, Madison. Teachers completing the required course of study are recommended for the Wisconsin Teachers Certificate in Bilingual Education. Certification is available at the early childhood, elementary, pre and early adolescent with an area of concentration in early childhood, elementary and pre and early adolescent. At senior high school levels, the certification is in bilingual education.

This reflects University efforts to deal with 1) the monocultural approach characteristic of public school systems, and 2) the special language needs of students whose language background is not English.

The areas of study which have been initiated include educational experiences which combine already existing courses within the School of Education and in the humanities and social sciences. The areas of specialization include flexible requirements, thereby permitting the student to tailor his needs and interests. Within education, the student is given the opportunity to carry on or participate in field experiences and "on-going research" relative to structuring curricula and effective teaching styles within a minority group teaching environment. In this way, school systems can recruit teachers able to deal knowledgeably with the educational situation which is culturally distinct from the majority culture. Practically oriented applications in the form of fieldwork experiences, microteaching and one semester of practice teaching are a key component of the program. Fieldwork experiences within cooperating schools are coordinated with education and humanities courses; microteaching coupled with in-circuit television permits the autocritique as well as role-play techniques preparatory to practice teaching, the culmination of the practically oriented experiences. Humanities and social sciences offer an entire range of fields of interest as well as numerous courses within these fields.

B.3. Coursework Outlining Entire Degree Program and Use of Public School* Teachers as Trainers

B.3.a. Area of concentration (subject matter content) in bilingual and bicultural education: early childhood, elementary and pre-and-early adolescents:

The following outline will present an analysis of the area of concentration in bilingual-bicultural education (early childhood, elementary and pre & early adolescent) and the certifiable major at the secondary level in bilingual-bicultural education. At the early childhood, elementary and pre & early adolescent level, certification is received for the level itself whereas at the secondary level, certification is received for the level itself whereas at the secondary level, certification in the major is obtained.

Public School Teachers as Trainers:

The pragmatic aspect of the programs for teacher preparation have been viewed by teacher educators in curriculum and instruction, the department through which the teacher education programs are conducted, as crucial in terms of the pre-service student or the teacher being retooled. With this in mind, and the specific needs of the Milwaukee Public Schools, as well as other local public schools, teacher educators at UWM have viewed it as essential to incorporate the services of previously trained MPS staff in the training of its future teachers. For this reason, MPS instructors or supervisors in bilingual education appear as the "hand-in-glove" partner to the UWM instructor.

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* Nota Bene: Public School coding used in Proposal:
MPS = Milwaukee Public Schools
WPS = Waukesha Public Schools

Degree Program:

The training of teachers at each of the levels--early childhood, elementary and pre-and-early adolescents--is composed of a professional major within which there exists an area of concentration (approximately 40 credits) from which students may choose. At the early childhood, elementary and pre-and-early adolescents levels, students may choose the area of concentration in Bilingual-Bicultural Education.

Prior to entry into the School of Education, students do complete a 24 credit core curriculum requirement (6 credits in natural sciences, social sciences, fine arts and humanities).

The area of concentration in bilingual education at the early childhood, elementary and pre-and-early adolescents follows:

(Professional preparation courses listed B.3.c. and B.3.d.)

B.3.a. AREA OF CONCENTRATION IN BILINGUAL-BICULTURAL EDUCATION
(Minimum of 41 Credits)

EARLY CHILDHOOD. ELEMENTARY AND PRE-, EARLY ADOLESCENCE

Admission Requirement: Three (3) years of high school foreign language or the equivalent as determined by placement examination. However, if the student wishes to present evidence of background in a foreign language (for example, native speakers, experience abroad, etc.), he may petition to have this evidence accepted toward the fulfillment of part or all of the 10 credit requirement. Such evidence should be presented, with a view towards the possibility of waiving the language component of the program.

Language Component 10 credits

Course	Credits	Spanish Only
912-204 Fourth Semester of a Foreign Language	4	Staff
912-310 Composition and Conversation	3	Cortina
912-309 Spanish for Spanish Speakers	3	L. Valdaliso Perlman

The above is only a sample program. The Language Component will be planned by the student and the advisor according to individual needs (refer to the above introductory statement on language competence, i.e., if one is already bilingual and bileterate, the language component may be waived).

The University of Wisconsin-Milwaukee is a public, tax supported State institution. Therefore, all potential students must be afforded a maximum opportunity to demonstrate bilingual ability.

B.3.a. AREA OF CONCENTRATION IN BILINGUAL-BICULTURAL EDUCATION
(Minimum of 41 Credits)

EARLY CHILDHOOD. ELEMENTARY AND PRE-, EARLY ADOLESCENCE

Admission Requirement: Three (3) years of high school foreign language or the equivalent as determined by placement examination. However, if the student wishes to present evidence of background in a foreign language (for example, native speakers, experience abroad, etc.), he may petition to have this evidence accepted toward the fulfillment of part or all of the 10 credit requirement. Such evidence should be presented, with a view towards the possibility of waiving the language component of the program.

Language Component 10 credits

Course	Credits	Spanish Only
912-204 Fourth Semester of a Foreign Language	4	Staff
912-310 Composition and Conversation	3	Cortina
912-309 Spanish for Spanish Speakers	3	L. Valdaliso Perlman

The above is only a sample program. The Language Component will be planned by the student and the advisor according to individual needs (refer to the above introductory statement on language competence, i.e., if one is already bilingual and bileterate, the language component may be waived).

The University of Wisconsin-Milwaukee is a public, tax supported State institution. Therefore, all potential students must be afforded a maximum opportunity to demonstrate bilingual ability.

B.3.a. Language and Teaching Principles Component 18 credits

Course		Credit	English	Spanish
REQUIRED				
550-360	Linguistics in Education	3	Eckman	Rosario
272-655	Teaching Practices Applying Linguistic Principles	3	Peláez-Rivera Bartley	Peláez-Rivera Bartley
550-342	Language and Society	3	Hanson	Rosario
272-550	Bilingualism	3	Hanson & Washabaugh	Llerandi
272-542	General Principles in Bilingual Education	3	Peláez-Rivera Bartley	Peláez-Rivera Bartley
ONE OF THE FOLLOWING				
550-100	Introduction to the Study of Language	3	Eckman or Hanson	Rosario
550-318	Introduction to Linguistic Science: Descriptive Linguistics			
550-650	Introduction to English Linguistics			
ELECTIVES				
156-366	Language and Culture	3	Washabaugh	Work may be done in Spanish
272-641	Principles and Methods of Teaching English as a Second Language	3	Peláez-Rivera Bartley	Peláez-Rivera Bartley
550-302	Language Laboratory Methodology	3	Hansen	Llerandi
550-304	Practicum in Oral Language	1	Hansen	Rosario

B.3.a. Cultural Component 12 credits*

	Course	Credit	English	Spanish
48-103	Topics in Third World History, THE CUBAN REVOLUTION	1	R. H. Bartley	R. H. Bartley
48-237	Introduction to Latin American History (Introducción a la Historia Latino Americana)	3	—	R. H. Bartley
48-438	History of the Spanish-Speaking Peoples of Anglo America	3	R. H. Bartley	R. H. Bartley
32-605	Rehabilitation Procedures for Extended Disability Groups: Area of Emphasis: Spanish-Speaking Groups	3	Baily Gomez	Baily Gomez
70-720	Multicultural Education	3	Fernández	Fernández
70-540	Urbanization and Mexican-American Education	3	—	Fernández
70-779	Identity, Acculturation and Education: The Puerto Rican Experience	3	--	Fernández
12-554	Mexican Literature from Independence to Modern Times	3	--	Suárez-Murias
12-305	Modern Puerto Rican Literature	3	--	Cortina
12-306	Chicano Literature	3	--	Cortina
12-361	Spanish Civilization	3	--	Cortina
12-363	Spanish American Civilization	3	--	Green
12-373	Interdisciplinary Course in Latin American Studies	3	--	Riley

B.3.a. Cultural Component 12 credits
Continued

	Course	Credit	English	Spanish
12-502	Spanish American Literature--National Period	3	--	Suárez-Murias
12-503	Spanish American Theater and Poetry	3	--	Suárez-Murias
12-522	Spanish Novel: From 1910 to the Present	3	--	Suárez-Murias
72-779	Section 54: Latin American Language and Area Workshop	3	Various faculty from all Colleges of the University as well as other institutions	
12-531	(Please refer to Section C.1.)			
00-263	World Population (demographic problems in the modern world: in depth examination of Mexico)	3	Luís Serrón	References are made in Spanish. Students are encouraged in Spanish.
00-333	Social Stratification	3	Luís Serrón	References are made in Spanish. Students are encouraged to write in Spanish.
48-436	Latin American History in the 19th Century	3	R. H. Bartley	Work may be done in Spanish
56-699	Independett Work (work may be done en ethnography of Latin populations)	variable	J. Silverberg	J. Silverberg
56-690	Problems in Anthropology	variable		
56-699	Independent Work (work may be done in terms of anthropological perspectives of bilingual education especially with reference to groups of limited English-speaking ability)	variable	Washabaugh	Work may be undertaken in Spanish

B.3.a. Cultural Component 12 credits
Continued

Course		Credit	English	Spanish
00-601 56-317	Peoples and Societies of the Caribbean	3	Greenfield	Students have the option of writing in Spanish or French Creole or any other language indigenous to region
00-325	Social Change (deals in part with immigration of minority groups into complex national societies, i.e., Mexican-American and Puerto Rican)	3	Greenfield	In collaboration with instructor, work is done in Spanish

*Twelve credits of the following or other courses or workshops which are tailored to fit the needs and interests of the student. The courses will be chosen by the student in consultation with the advisor.

B.3.b. Secondary Level: Certifiable Major in Bilingual-Bicultural Education

The major for the secondary level is aimed at persons who are bilingual in any language which is likely to be the basis of bilingual programs at the secondary level (for purposes of the proposal with Milwaukee Public Schools, Spanish is the language for bilingual education teacher training). The secondary major will be used as a second major with other teaching majors affording preparation for teaching content areas (i.e., social studies, math, science, etc.) in Bilingual Education. Generally speaking, competence in the language will be demonstrated by completing a fourth-semester language course in the appropriate department. However, if the student wishes to present evidence of background in any language, he may petition to the adviser in Bilingual Education to have this evidence accepted as demonstrating competence in the language, and thus waiving the language component of the program with the exception of contrastive analysis. (Language competence is defined as proficiency in the basic language skills: listening, speaking, reading and writing.) If nine units in the language component are to be waived due to language competence, these nine units will be made up with other courses complementary to the program which the student may elect with his adviser. Certification is presently available in Hebrew, German, Italian and Spanish.

The Bilingual Education major involves work in three components: language, linguistic and cultural. The student should consult the program adviser in planning a program to include these components. Guidelines for the language and linguistic components are listed below.

The cultural program consists of a minimum of 12 hours which can be taken in history, anthropology, comparative education, sociology, cultural foundations, or other courses which are suitable to the student and adviser. The adviser will ensure that the student selects a balanced program of courses for the cultural component.

B.3.b. Language Component

Course		Credit	Spanish Only
912-204	Fourth Semester of the Language	4	
912-310	Composition and Conversation	3	
912-309	Spanish for Spanish-Speakers	3	

ONE OTHER LANGUAGE COURSE

912-703 Syntax

912-311 Advanced Composition

912-704 The Structure of Modern Spanish

912-699 Independent Reading: Independent work related to language to be taken in the language department; linguistics department or department of Curriculum and Instruction

13 total language component

The above is only a sample program. The language component, will be planned by the student and the adviser according to individual needs (refer to the above introductory statement on language competence, i.e., if one is already bilingual and biliterate, the language component may be waived).

The University of Wisconsin-Milwaukee is a public, tax supported state institution. Therefore, all potential students must be afforded a maximum opportunity to demonstrate bilingual ability.

B.3.b. LANGUAGE AND LINGUISTIC COMPONENT

Required	Course	Credits	English	Spanish
550-360	Linguistics in Education	3	Eckman	Rosario
272-655	Teaching Practices Applying Linguistic Principles	3	Peláez-Rivera Bartley	Peláez-Rivera Bartley
550-342	Language and Society	3	Hanson	Rosario

Elective	Course	Credits	English	Spanish
272-550	Bilingualism	3	Hanson & Washabaugh	LLerandi
156-366	Language and Culture	3	Washabaugh	Work may be done in Spanish
272-641	Principles and Methods of Teaching English as a Second Language	3	Peláez-Rivera Bartley	Peláez-Rivera Bartley
550-302	Language Laboratory Methodology	3	Hanson	LLerandi
550-304	Practicion in Oral Language	1	Hanson	Rosario

One of the Following Three Courses:

	Course	Credits	English	Spanish
550-100	Introduction to the Study of Language	3	Eckman or Hansen	Rosario
550-318	Introduction to Linguistic Science			
550-650	Introduction to English Linguistics			

B.3.b. LANGUAGE AND LINGUISTIC COMPONENT
(Continued)

Required	Course	Credits	English	Spanish
	METHODS: Also see 3.b.f.			
272-542	General Principles in Bilingual Education	3	Peláez-Rivera Bartley	Peláez-Rivera Bartley

Cultural Component 12 credits

Refer to 3.b.a. section dealing with Cultural Component

B.3.c. PROFESSIONAL PREPARATION COURSES AT EARLY CHILDHOOD LEVEL NEEDED FOR WISCONSIN CERTIFICATION

	Course	Credits	English	Spanish
272-649	Children's Literature	3	Peltola	Devlin
168-130	Art Experiences for Young Children	3	Art Faculty)	
666-380	Music in the Elementary Schools	3	) Music Faculty)	Chavez
272-343	Teaching of Reading for Bilingual/ Bicultural Teachers	3		Rosario/Llerandi
272-502	Language Development and Early Reading	3	Stewig	Rosario
370-375	Cultural Foundations of Education	4	Cultural Foundations Faculty	
315-320	Principles of Classroom Appraisal and Evaluation	3	Wiviott	Special section for problems of Spanish speaking
315-330	Introduction to Learning and Development	4	Educational Psychology Faculty	Lopez; workshop in Educational Psychology in Spanish
272-500 Sec. 1	Curriculum Materials in Bilingual/ Bicultural Education	3		Peláez-Rivera Bartley
272-500 Sec. 2	Latin Folklore in the Classroom	3		Sor. Maria Mercedes Rodriguez

Applicable to Sections B.3.c./B.3.d./B.3.e./B.3.f.

315-320 takes an individualized approach; therefore the specific needs of teachers who are dealing with individual learning problems related to limited non-English speaking ability are easily accommodated.

Further: individualized instruction course-workshops are available for teachers.

(Fed. Reg., Vol. 41; No. 69; 4/8/76; 123.34 (a) (2)).
The above is applicable to Sections B.3.c./B.3.d./B.3.e./B.3.f.

B.3.d. PROFESSIONAL PREPARATION COURSES AT ELEMENTARY LEVEL NEEDED FOR WISCONSIN CERTIFICATION

	Course	Credits	English	Spanish
272-649	Children's Literature	3	Peltola	Devlin
168-130	Art Experiences for Young Children	3	Art Faculty)	
666-380	Music in the Elementary Schools	3	) Music Faculty)	Chavez
272-343	Teaching of Reading for Bilingual/ Bicultural Teachers	3		Rosario/Llerandi
740-353	Physical education in the Elementary School	3	Luebke	
270-375	Cultural Foundations of Education	3	Cultural Foundations Faculty	
315-320	Principles of Classroom Appraisal and Evaluation	3	Wiviott	Special section for problems of Spanish speaking
315-330	Introduction to Learning & Development	3	Educational Psychology Faculty	Lopez; Workshop in Educational Psychology
272-500	Introduction to Instructional Technology	1	Borger	References in Spanish Borger; also, Burgos
272-500 Sec. 1	Curriculum Materials in Bilingual/ Bicultural Education	3		Peláez-Rivera Bartley
272-500 Sec. 2	Latin Folklore in the Classroom	3		Sor. Maria Mercedes Rodriguez

B.3.e. PROFESSIONAL PREPARATION COURSES AT PRE- AND EARLY ADOLESCENT LEVEL NEEDED FOR WISCONSIN CERTIFICATION

Note: Along with the area of concentration in bilingual education, students in the Pre- and Early Adolescent level also have an area of emphasis -- normally in Language Arts, Social Studies, Science or Math.

	Course	Credits	English	Spanish
272-310	Curriculum for the Pre- and Early Adolsecent	2	Roy	
272-644	Developmental Reading for Bilingual/ Bicultural Teachers	3		Rosario
272-500	Introduction to Instructional Technology	1	Borger	Borger, with references in Spanish; also Burgos
272-541	General Principles in Bilingual Education	3	Pelaez Rivera Bartley	Peláez Rivera Bartley
272-___	(Methods course in area of emphasis)	2-3	Depends on area	
272-441	Student Teaching in Bilingual Education	4	Roy	Cooperating teacher from Milwaukee Public Schools
272-___	(Student teaching in area of emphasis)	4	Cooperating Teacher	
270-375	Cultural Foundations of Education	4	Cultural Foundations Faculty	
315-320	Principles of Classroom Appraisal and Evaluation	3	Wiviott (Special section Spanish speaking)	
315-330	Introduction to Learning & Development	3	Educational Psychology Faculty	Lopez; Workshop in Educational Psychology
272-500 Sec. 1	Curriculum Materials in Bilingual/ Bicultural Education	3		Peláez-Rivera Bartley
272-500 Sec. 2	Latin Folklore in the Classroom	3		Sor. Maria Mercedes Rodriguez

B.3.f. PROFESSIONAL PREPARATION COURSES AT SECONDARY LEVEL NEEDED FOR WISCONSIN CERTIFICATION

	Course	Credits	English	Spanish
315-330	Introduction to Learning and Development	3	Educational Psychology Faculty	Lopez
315-320	Principles of Classroom Appraisal and Evaluation	3	Wiviott	Special section for problems of Spanish speaking
270-375	Cultural Foundations of Education	3	Cultural Foundations Faculty	
270-___	Teaching Methods in the Major	3	Advisor for Major Example: Social Studies: Simpson	Example Social Studies: Burgos
270-542	General Principles in Bilingual Education	3	Peláez-Rivera Bartley	Peláez-Rivera Bartley
272-500 Sec. 1	Curriculum Materials in Bilingual/ Bicultural Education	3		Pelaez-Rivera Bartley
272-500 Sec. 2	Latin Folklore in the Classroom	3		Sor. Maria Mercedes Rodriguez

B.3.g. LATIN AMERICAN HISTORY AREA OF CONCENTRATION WITHIN SOCIAL STUDIES BROADFIELD MAJOR / SECONDARY TEACHERS FOR SOCIAL STUDIES IN BILINGUAL EDUCATION

The Social Studies Broadfield Major consists of 68 units characterized by an interdisciplinary approach to Social Studies Teacher Training and within which there exists a 34 credit emphasis in Latin American History. The purpose of the emphasis in Latin American History is to train teachers who have call to teach Social Studies coureses and history courses specifically dealing with the Latin populations in the United States and the heritage of the Latin populations. The structure of the broadfield major follows:

Course	Credits	English	Spanish
Latin American History	24	X	X
U.S. History	6	X	
Related History Courses	6	X	
Related Social Science	22	X	X
State requirements	4	X	
Electives in Social Science	8	X	work may be done in Spanish in collaboration with the instructor

The Methods course will include a Spanish speaking counterpart from the Milwaukee Public Schools, Mr. Fermen Burgos, a social studies teacher in the Milwaukee Bilingual Program.

B.3.g.1. MATHEMATICS, SCIENCE AND BILINGUAL EDUCATION MAJORS

Mathematics and Bilingual Education

The Department of Curriculum and Instruction has the faculty, facilities, and related schools cooperation to provide extensive training in mathematics education for bilingual program participants.

Science and Bilingual Education

The Department of Curriculum and Instruction also has the faculty, facilities, and related schools cooperation to provide extensive training in science education for bilingual program participants.

Role of Counselor as relates to Mathematics and Science

Mrs. Tovar, the counselor, as well as new counselors, (B.3.1.) will work closely with Milwaukee Public Schools in order to identify the personnel needs in this area. The programs on campus are structured such that the bilingual education major will accompany the Mathematics and Science Majors.

B.3.h. Fieldwork Experience

Field Experience Education Requirements

Field Experience (Education 300-200-3) - 2 credits and Colloquium (Education 300-101-5) - 1 Credit.

This experience helps a prospective education student decide if he wants to pursue a career in education. The experience also helps him refine or modify his area of specialization. He is expected to spend five hours a week in an educational setting in as active a role as possible. The specific responsibilities and hours are mutually agreed upon by the student and the supervisor of the institution in which he is working.

Students are placed in their experiences by the advisor and/or the Director of the Field Work Experience program who have access to a large number of participating institutions in the Milwaukee area including public, parochial and community schools, mental health agencies and neighborhood centers.

In the past, students have tutored individuals and small groups, worked on special classroom projects, assisted children in the library, given instruction in specialized fields such as dance, photography or music. These examples are but guidelines; a student need not be restricted by them.

Previous or current experiences in a teaching-learning situation may be substituted for the Field Work course if approved by the Coordinator of Field Experience. Where this approval has been granted, the student will be required to complete the 1 credit Colloquium course (Education 300-101-5).

Developmental Fieldwork

In addition, at the secondary level, students are required to participate in a second field work experience which differs from the first in its intensity and overall purpose. Within the developmental fieldwork, which comes before practice teaching, a student must work in a classroom situation in the field in which he plans to practice teach. In the case of the on-the-job teacher, this is waived due to the everyday activities in which the teacher is engaged. Both the on-the-job teacher and practice teachers are strongly urged to couple this experience with practical applications to be used in the language teaching/linguistic and cultural components of the program.

B.3.i. Methods and Microteaching Based on the Use of In-Circuit Television

The use of in-circuit television for teacher preparation is not a newcomer to the field of instruction. In the world of sports, leading sports figures and coaches have, for many years, valued the use of film capturing the athlete's movements, the team's plays in order to replay the visual image on film and thereby use the film as a point of departure for instruction and development of dexterity in the skill.

The use of in-circuit television for teacher training serves much the same purpose. Coupled with the device of a microlesson, i.e., the microteaching setting--the student is off to a realistic start. Microteaching involves the reduction in the size of the classroom components: the length of the lesson, the size of the class, the nature of the lesson. For our purposes, a microlesson focuses on one concrete, well-defined language concept or cultural concept to be taught. Since many of our teachers are primarily involved with students of limited English speaking ability, the concepts taught in microlessons tend to focus on those needs.

The work with in-circuit television is done primarily in methods courses and other courses taught in Curriculum and Instruction.

B.3.j. Student Teaching Experiences

Student teaching placements are made in bilingual programs within the Milwaukee Public Schools and with their cooperation. Suffice it to say that appointments to student teaching are made with the cooperative efforts of UWM and MPS staff. For those who are presently on-the-job, student teaching credit is given for the work in progress performed by the teachers.

The supervision in student teaching is activity in which the teacher educator from the Department of Curriculum and Instruction at the level of early childhood, elementary, pre-and-early adolescent and secondary affords expertise and direction in addition to the adviser for bilingual education in that Department, Diana E. Peláez-Rivera Bartley. In addition, a cooperating teacher who has teaching experience and recognized qualifications acts as the on-site partner. In this way, the student teacher or on-the-job student teacher is afforded maximum opportunity for guidance and suggestions for improvement.

The use of on-site in-circuit television for the filming of actual classroom experience will provide a direct follow-up to the microteaching performed in the methods class. The technical ability for the student to see himself in the process of actual teaching will afford maximum feedback to the student teacher or on-the-job student teacher.

B.3.k. Human Relations Program and Field Experience

This program presents an opportunity for teacher candidates to meet and grow to understand people of different economic, racial and religious background. It is for this reason that the Wisconsin Dept. of Public Instruction requires training in human relations in all teacher education certification programs. The experience is practical and coupled with other field work experience and student teaching or on the job work.

B.3.1. Part-Time Counselors/Advisors for Future Teachers Enrolled in UWM's Bilingual Teacher Training Program - Liaison to the Public Schools' Bilingual Programs and to Spanish-Speaking Groups

It has been suggested on various occasions that the greatest need of teachers coming into any program is someone who knows the system within the university, who understands registration procedures, who knows the courses being offered, and understands the requirements of the program upon which the students are embarking. It was with this intent that two part-time counselors/advisors were hired to facilitate entrance into and continuation of pursuit in certification as bilingual/multicultural educators within the university for any interested student. Mark Carreno and Janet Larscheid, both of whom are bilingual

1) acted as liaisons to the advising office in the School of Education and the public school teachers or aides;

2) acted as liaisons to the public schools and the Spanish-speaking units of the Milwaukee community and the university community;

3) acted as facilitators for teachers and aides on this campus not only in terms of academic program, registration, campus activities but also with instructors within the university and other university personnel involved in the program;

4) acted as links to the Community Advisory Council in Bilingual Education of Southeastern Wisconsin;

5) acted as "linguistic links" for those teachers or aides who are more comfortable in Spanish than in English;

6) acted as media consultants, program developers; they worked in audio, television and slide tape productions.

A description of the student advising center follows.

B.3.1.1. Student Advising Center, School of Education

Special counseling and advising services are provided for students already admitted into teacher education in the School of Education or who are planning to enter teacher education in the School of Education programs.

a. Academic advising and counseling through the offices of the Director of the Student Advising Center

b. Peer Advising Office in which undergraduates are carefully prepared to advise in academic areas, and to help in pre-registration advisement of teacher education students at the freshman level.

c. University counseling services which are utilized through coordination of the Assistant to the Dean and the Director of University Counseling.

d. Frequent newsletters to all teacher education students, including freshmen and sophomores not yet admitted to the School of Education, regarding program and advising information.

Counselors and advisors of teacher education students maintain constantly updated information regarding job opportunities, conditions in schools, availability of courses, and competencies of professors. The advisors also have contact with school systems through faculty members who hold joint appointments with the public schools.

The Director of the Student Advising Center and Assistant to the Dean is Ms. Phyllis Goodman, a lecturer in Curriculum and Instruction.

C. Selection of Trainees: 1976-1977.

C.1. Panel: Representation from local education agencies, universitiy and parents.

During the second week of August, letters of invitation were sent to the local education agencies involved in the teacher education program in bilingual/ bicultural teacher education especially the two Title VII programs in Wisconsin: Milwaukee Public Schools and Sheboygan Public Schools. The members of the panel and the agencies or groups represented were:

Diana E. Pelaez-Rivera Bartley, Project Director, University of Wisconsin-Milwaukee, ex-officio;
Donald Hoeft, Federal Project Officer, Sheboygan Public Schools;
Amparo Jimenez, Parent, City Wide Bilingual Bicultural Advisory Council;
Antonia Rank, MPS Teacher, Milwaukee Public Schools;
Carmen Periquet, Director of Bilingual Program, Waukesha Public Schools;
Lourdes Tovar,Administrative Assistant for panel;
Janet Larscheid, Advisor.

C.2. Signature sheet is attached.

C.3. Procedures including selection criteria for stipends.

1. Applications and announcements were distributed the first week of August to all LEA's, to community agencies, throughout the university including student organizations, outreach institutes. Announcements were disseminated to the four television channels: NBC, CBS, ABC, and Educational Television; the newspapers both metropolitan and local; and to LEA's community agencies and throughout the university. In addition, the cooperating school districts outside of the Milwaukee metropolitan area distributed the announcements to their local media.

2. Application deadline was set for August 23, 1976.

3. Applications were screened on August 24, 1976.

4. Interviews for successfully screened applicants were held on August 26, 1976.

5. Announcements of traineeships, funding grant papers, were made August 29.

Attached are the copies of the forms used. Forms were based on the 1975-1976 forms used by the Milwaukee Public Schools in conjunction with the University of Wisconsin-Milwaukee Title VII bilingual teacher education program. Application forms as well as selection forms were revised, distributed and disseminated.

D. Extent to which present program is continuing to increase university capacity in bilingual bicultural education.

Due to the federal funds received, the university is able to offer more courses in Spanish than it would normally be able to afford. As these courses become more established, it is attempted to finance these with "hard" funds (university sponsored funds).

During the 1976-77 Fall Semester, a reading course for Spanish bilingual education with elementary level emphasis was offered and financed by the Department of Curriculum and Instruction. As a result of this year's experience there will be two new developments: i) a specific number assigned to bilingual reading; ii) a new course to be offered second semester for bilingual reading at the secondary level.

E. Extent to which present program has effective coordination with other program training auxiliary personnel.

E.1. Coordination with local education agencies.

In addition to the selection of trainees, the bilingual/bicultural teacher education program works with school districts in i) placing the student teachers for the student teaching experiences, for field experiences and for class observations; ii) in training para-professionals for certification and degrees; iii) in planning programs for key personnel for certification; iv) in planning consultants workshops.

In December, 1976, another school district joined with the university for training its personnel: Delavan Elementary School District, Delavan, Wiscons To wit, see letters from LEA's submitted with the proposal.

E.2. Coordination with Milwaukee Materials Development Center.

In December, a morning meeting was held to examine materials developed by MMDC as a took for the bilingual materials development workshop to be held at the University of Wisconsin-Milwaukee, Department of Curriculum and Instruction, during Spring Semester in Spanish. We decided then that personnel from the Center will attend the seminar as visiting lecturers for one day.

The Materials Center also presented a demonstration and explanation for a large audience regarding the material that had been produced.

E.3. Coordination with BESC, Midwest Resource Center (MRC), Arlington Heights, Illinois.

Our staff and faculty attended workshops provided by the Midwest Resource Center and we requested resources, when necessary, from the Center. Our faculty have participated in MRC activities including the bibliography project sponsored by MRC.

The Department of Curriculum and Instruction at UWM has worked very closely with MRC on a subcontract briefly described in E.4. of this report.

E.4. Coordination between subcontracted multi-media kit with videotape packages was originally proposed as a one-year subcontract to UWM, Department of Curriculum and Instruction, from the Midwest Resource Center. Mr. Fred Will cut the time to six months and this department completed one year's work in six months. The subcontract, executed through MRC, will be on a library loan basis on the national level both at MRC and UWM. All dissemination has been carried out through UWM with the approval of MRC. All activities have been carried out through UWM but MRC has been kept current of these activities.

F. Professional dissemination plans.

In addition to professional publications, the bilingual/bicultural teacher education program will be represented at various professional conventions during the Spring Semester. The professional dissemination plan follows point N of the proposal. A partial listing of the conferences attended by active representation includes:

National Association for Bilingual Education (NABE)
Local conferences in Bilingual Education
Bilingual Education Section of the Adult Basic Education Commission (Walter Mondale was invited speaker at the Commission).

Further, the project disseminates information to the Title VII programs throughout the United States.

G. Collaboration with Center for Latin America.

Access to the Latin American Resource Collection and all of its acquisitions is an advantage to students in bilingual/bicultural education. In addition, guest speakers in a variety of fields which relate in one way or another to bilingual/bicultural education are available to our students for individual as well as group conferences.

Fall, 1976, the Center had invited a well-known Chilean professor of Political Science to speak to our students. Professor Claudio Veliv is currently visiting professor at a university in Australia.

I. Evaluation

Alma Vasquez, Ph.D., Internal Evaluator, and Walter Zwirner, Ph.D., External Evaluator, co-ordinated efforts for the evaluation of the total program at the end of the 1976-1977 academic year.

1976-77

EVALUATION

FINAL REPORT OF

THE

BILINGUAL TEACHER TRAINING PROGRAM

AT

UNIVERSITY OF WISCONSIN-MILWAUKEE

Submitted by:

Alma G. Vasquez, Ph.D.
Walter W. Zwirner, Ph.D.

Introduction

It is important in understanding the evaluation results which follow, to stress the overall positive feeling toward the bilingual program at the University of Wisconsin-Milwaukee, which was encountered by the evaluator. The respondents stressed verbally that while some aspects of the program need strengthening, the alternative it offers to the traditional teacher-training program is an excellent one. The trainees tend to agree that some of the weaknesses in the program are probably due to the small size of the program. The same respondents also add that there are certain advantages in that as well. Many feel that the accessibility of the director is one of the major advantages, since many feel that one-to-one contact is an important factor in this program which is not available to teacher trainees in other programs. It is felt that in spite of its size, the program offers a wide variety of intellectual and social experiences to those who wish to take advantage of them.

The faculty who participate in the Bilingual Teacher Training Program also share the same positive feelings toward the program which the students verbalized. It is felt that the program expresses a committment to excellence in the training of bilingual teachers in spite of its small size. Most express the need to make more resources available to the program, in order to improve on some of the program weaknesses.

The support and positive attitude toward the Bilingual program is evident to the evaluator. It is felt that the feedback received from the questionnaire and the interviews express a genuine desire to enhance program growth, since all respondents felt that the program provides a vital educational alternative within the university and in the community at large.

EVALUATION REPORT

BILINGUAL TEACHER TRAINING PROGRAM

PURPOSE: The purpose of this evaluation was to provide information for the director and her staff which would allow for the development of a more effective bilingual teacher training program. The primary data source was a questionnaire which was designed for administration to all members of the participating project.

SAMPLE: The questionnaire was originally mailed to all members of the participating project. Because of a low return on the questionnaire, the evaluators followed up by personal interviews or telephone calls. As a result, a total of eighteen questionnaires were received.

Table I presents a description of the respondent's sample in terms of the breakdown by sex, age, employment status, ethnic background, first language, year in program, student classification, marital status, and number of children. In all cases, frequencies and percentages are reported.

INSTRUMENTATION: The primary instrument was comprised of twenty-three items which were developed by the evaluators in conjunction with the Program Director and her staff and from a content analysis of the original proposal. These were deemed valid to tap important program components.

The scale itself was a Likert Type Scale offering three or five point first choice responses. The categories were viewed as equal appearing scales and Table II presents frequencies and percentages of responses as well as simple means for each item. The means are particularly useful in evaluating the relative strengths and weaknesses of the program.

ANALYSIS OF RESPONSES

Table II presents the frequencies and percentages of responses to the twenty-three items which comprised the Student Evaluation Questionnaire. For the most part, Table II stands alone and is self-explanatory; however, several highlights which were revealed in the content analysis and review of the responses are informative.

Over ninety percent of the responding group agreed that "The purposes and goals of the bilingual program are clear to me" (Item I). Over eighty percent agreed that "The program has made me aware of the testing problems with bilingual children" (Item II). Over seventy-five percent agreed with the statement that "Instructors participating in the bilingual program show special concern for students in the bilingual program" (Item IV). Over eighty-seven percent of the responding group indicated that they were able to read and write Spanish (Item VII and IX). Over ninety percent of the responding group found that it was important "for the bilingual teacher" to feel equally comfortable speaking (using) two languages with ease (Item 23).

A separate section of the questionnaire focused upon program needs. Eight specific areas were mentioned and respondents were asked to indicate whether more emphasis, less emphasis, or the same amount of emphasis should be introduced in future programs.

One hundred percent of the respondents indicated that more emphasis needed to be placed on the technical language of teaching a subject such as science or mathematics in Spanish (or another appropriate language). Eighty-one percent indicated that more emphasis needed to be given to the parent-teacher relationship in the bilingual setting. Seventy-five percent indicated that more emphasis should be given to testing procedures in the bilingual classroom

and a substantial majority indicated that emphasis on the cultural aspects, trainee evaluation, procedure, and Spanish language vocabulary building needed to be emphasized more.

The above are suggested as guidelines for the Director in planning future Bilingual Teacher Training Programs.

FACULTY QUESTIONNAIRE

A number of members of the faculty of the University of Wisconsin-Milwaukee were involved in varying degrees in the Bilingual Teacher Training Program. Some were employed as teachers and lecturers; others served as consultants or as members of the advisory board. An eleven item interview questionnaire was administered verbally to these various faculty members in an attempt to identify critical areas in the overall administration, program, implementation, and evaluation of the Bilingual Teacher Training Program. The following provides a content analysis of these items.

I. What do you perceive as your role in the Bilingual Teacher Training Program at UWM?

The majority of faculty answered the question by giving a brief job description, e.g., Consultant, Teaching Assistant, Teacher in the Sociology Department, Member of Advisory Committee, etc.

Several provided a brief description of their activity (e.g., providing a theoretical background in linguistics and language; covering minorities and bilingual populations in American society, etc.).

II. What do you understand the goals and objectives of the program to be?

The majority of respondents indicated that the goal of the program was

to produce bilingual teachers for the public schools. A smaller group, roughly twenty-five percent of the respondents, indicated clearly that they did not know what the goals or objectives of the program were.

III. Do you think those goals are being achieved? How so, or why not?

Approximately one-half of the respondents indicated that they had no information on which to base an answer to this question. Smaller groups indicated either a definite or a qualified yes, a small group (n=3) indicated that they suspected that the goals were either not being met or were only being met to a small degree.

IV. Do you think the bilingual teacher should be trained differently from the regular teacher?

The overwhelming majority of the respondents indicated bilingual teachers needed to have different training focusing on multicultural and bilingual issues.

V. Are the bilingual teacher trainees any different from the regular teacher program trainees?

Approximately one-half of the respondents indicated that they had so little contact with the students other than the trainees, or with the trainees specifically, that they could make no comparison. The majority of respondents who had contact with both groups said that there were basic differences, particularly that the trainees needed more special attention and specifically tailored program.

VI. Does the program achieve a balance between the theoretical and practical aspects of bilingual education?

Again, a number of respondents indicated that they had no information concerning this. The majority of people who responded indicated that they thought there was a balance either existing and/or developing a balance between the two aspects of the program.

VII. What are the strenghts of the Bilingual Teacher Training Program?

Nine respondents indicated that they didn't know or didn't have enough information to make a comment. Among the eleven who did comment, the following strenghts were noted: the ability of the Director, the fact that contact was being maintained with the community, the broad and distinctive areas of competency of the faculties and in general, and the course offerings.

VIII. What are the weaknesses of the Bilingual Teacher Training Program?

Eight of the respondents indicated that they did not have enough information to make comments. Several indicated that there were no weaknesses. Other weaknesses which were mentioned were: the selection of students, the need for more bilingual personnel in the program, the lack of communication between individuals and departments participating in the program, and the need for additional linguistic training in the program.

IX. How should the program be changed or what direction should its growth take in your opinion?

The responses to this item related mostly to the items mentioned in number eight above. A large group felt that the program, as it is currently designed and operates, is managed satisfactorily.

X. Do you feel the program was well-coordinated in its relationship to the participating departments?

The range of responses covered the continuum from unqualified no to unqualified yes. Those who indicated that it was not well-coordinated suggested that more departments should offer courses with bilingual emphasis and more communication and coordination between the participating departments and individuals should be developed.

XI. Do you have any additional comments that should be included in this evaluation of the program?

One area of the program which was noted in this area was the problem of advising, i.e., that advising for the participants could be improved.

SUMMARY

To summarize the results of this evaluation with a broad brush approach is difficult. Serious readers are encouraged to read the original documents and study the tabular presentation of the data. However, the results suggest that a substantial number of participating faculty are not aware of the objectives of the program and do not receive feedback concerning the successes of that program. Another area which is mentioned by a number of faculty is a lack of communication and coordination among other departments, units and individuals in the University. It seems likely that much of this is a matter of communication within the organization. A number of respondents indicated that they felt the program had improved and was improving, and that in the areas of coordination, relationship to the community, and in the content areas included in the program, the Bilingual Teacher Training Program was definitely meeting a societal and educational need and, as such, should be continued.

TABLE I

Description of Respondent Sample

	N	%
Sex		
Male	1	6.3
Female	15	93.8
Total	16	100.0*
Age		
21-25	4	25.0
26-30	8	50.0
31-35	1	6.3
Over 35	2	12.5
Missing	1	6.3
Employment Status		
Not Employed	5	31.3
Part-time Employed	4	25.0
Full Time Employed	7	43.8
Ethnic Background		
Puerto Rican	3	18.8
Mexican-American	6	37.5
South American	2	12.5
Central American	2	12.5
Missing	3	18.8
First Language		
English	6	37.5
Spanish	9	56.3
Missing	1	6.3

*Some total percentages do not equal 100.00 exactly due to rounding errors.

	N	%
Years in Program		
1.	3	18.8
2.	9	56.3
3.	2	12.5
4.	1	6.3
Missing	1	6.3
Student Classification		
Freshman	3	18.8
Sophomore	0	0
Junior	4	25.0
Senior	2	12.5
Graduate Study	5	31.3
Special Study	1	6.3
Missing	1	6.3
Marital Status		
Married	10	62.5
Single	5	31.3
Missing	1	6.3
Number of Children		
None	7	43.8
1-2	5	31.3
3-4	1	6.3
5 or more	2	12.5
Missing	1	6.3

Note: In some cases totals do not equal 16 due to missing data.

TABLE 2

Summary of Responses

		SA	A	U	D	SD	$\bar{X}$
1. The purposes and goals of the bilingual program are clear to me.	N	1	14	1	0	0	2.00
	%	6.3	87.5	6.3	-	-	
2. The program has made me aware of the testing problems with bilingual children.	N	2	11	1	2	0	2.19
	%	12.5	68.8	6.3	12.5	-	
3. As a result of the program, I understand the political issues surrounding bilingual education.	N	3	6	4	3	0	2.44
	%	18.8	37.5	25.0	18.8	-	
4. Instructors participating in the bilingual program show special concern for students in the program.	N	4	9	1	2	0	2.06
	%	25.0	56.3	6.3	12.5	-	
5. The courses offered in the program are very useful to the prospective bilingual teacher.	N	0	12	2	2	0	2.38
	%	-	75.0	12.5	12.5	-	
6. I am aware of the job possibilities for bilingual teachers.	N	3	12	0	1	0	1.94
	%	18.8	75.0	-	6.3	-	
7. I am able to read Spanish (or other language)	N	8	6	2	0	0	1.62
	%	50.0	37.5	12.5	-	-	
8. I feel the program offers good instruction on the techniques of teaching in a bilingual classroom.	N	2	6	4	4	0	2.62
	%	12.5	37.5	25.0	25.0	-	
9. I am able to write Spanish (or other language)	N	8	6	2	0	0	1.62
	%	50.0	37.5	12.5	-	-	
10. I feel competent to teach in two languages.	N	5	7	1	3	0	2.12
	%	31.3	43.8	6.3	18.8	-	

The bilingual program needs to emphasize:		More	OK AS IS	Less	$\bar{X}$
11. -testing procedures in the bilingual classroom	N	12	4	0	1.25
	%	75.0	25.0	-	
12. -technical language of teaching (ex.: science, math) in Spanish (or other language)	N	16	0	0	1.00
	%	100.0	-	-	

		More	OK AS IS	Less	$\bar{X}$
13. -cultural aspects of teaching in the bilingual classroom	N	10	6	0	1.38
	%	62.5	37.5	-	
14. -parent-teacher relations in the bilingual setting	N	13	3	0	1.89
	%	81.3	18.8	-	
15. -bilingual program participant (trainee) evaluation procedures	N	10	5	0	6.3
	%	67.5	31.3	-	1.33 (1 missing)
16. -bilingual program trainees' group activities	N	5	10	1	1.75
	%	31.3	62.5	6.3	
17. -correct Spanish (or other language) speaking in program trainees	N	8	8	0	1.50
	%	50.0	50.0	-	
18. -vocabulary building in Spanish (or other language program trainees among the	N	11	5	0	1.31
	%	68.8	31.3	-	

		SA	A	U	D	SD	$\bar{X}$
19. I feel more comfortable speaking English.	N	0	6	2	7	1	3.19
	%	-	37.5	12.5	43.8	6.3	
20. I feel more comfortable speaking Spanish (or other language).	N	1	3	3	8	1	3.31
	%	6.3	18.8	18.8	50.0	6.3	
21. I understand how I am being evaluated in the bilingual program.	N	0	7	3	6	0	2.94
	%	-	43.8	18.8	37.5	-	
22. I find most extra activities (i.e. speakers, field trips, etc.) in the program to be useful.	N	5	9	1	1	0	1.88
	%	31.3	56.3	6.3	6.3	-	
23. It is important for the bilingual teacher to feel equally comfortable speaking (using) two languages with ease.	N	9	6	0	1	0	1.56
	%	56.3	37.5	-	6.3	-	

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION

Enderis Hall

Form #____

Sex: Male ___ Female ___

Age: 21-25 ___ 26-30 ___
31-35 ___ over 35 ___

Employment: Not employed ___ employed full-time ___
Employed part-time ___ Other (explain):_____

Ethnic origin: Puerto Rican ___ Mexican-American ___
South American: (explain) _____
Central American: (explain) _____
Carribean (other than P. Rican): (explain) _____
Other: (explain) _____

First Language: English ___ Spanish ___ Other (explain) _____

Time in bilingual program: 1st year ___ 2nd year ___ 3rd year ___
4th year ___

Student Classification: Freshman (1) ___ Sophomore (2) ___
Junior (3) ___ Senior (4) ___ Graduate Student ____

Marital Status: Married ___ Single ___

Children: None ___ 1-2 ___ 3-4 ___ 5 or more ___

1. The purposes and goals of the bilingual program are clear to me.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

2. The program has made me aware of the testing problems with bilingual children.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

3. As a result of the program, I understand the political issues surrounding bilingual education.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

4. Instructors participating in the bilingual program show special concern for students in the program.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

5. The courses offered in the program are very useful to the prospective bilingual teacher.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

6. I am aware of the job possibilities for bilingual teachers.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

7. I am able to read Spanish (or other language)

   Very Well Well Somewhat Not Well Not Well At All

8. I feel the program offers good instruction on the techniques of teaching in a bilingual classroom.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

9. I am able to write Spanish (or other language)

   Very Well Well Somewhat Not Well Not Well At All

10. I feel competent to teach in two languages.

    Strongly Agree Agree Undecided Disagree Strongly Disagree

The bilingual program needs to emphasize:

11. - testing procedures in the bilingual classroom

    Needs more emphasis OK as is Needs less emphasis

12. - technical language of teaching (ex.: science, math) in Spanish (or other language)

    Needs more emphasis OK as is Needs less emphasis

13. - cultural aspects of teaching in the bilingual classroom

Needs more emphasis OK as is Needs less emphasis

14. - parent-teacher relations in the bilingual setting

Needs more emphasis OK as is Needs less emphasis

15. - bilingual program participant (trainee) evaluation procedures

Need more emphasis OK as is Need less emphasis

16. - Bilingual program trainees' group activities

Need more emphasis OK as is Need less emphasis

17. - correct Spanish (or other language) speaking in program trainees

Needs more emphasis OK as is Needs less emphasis

18. - vocabulary building in Spanish (or other language) among the program trainees

Needs more emphasis OK as is Needs less emphasis

19. I feel more comfortable speaking English.

Strongly Agree Agree Undecided Disagree Strongly Disagree

20. I feel more comfortable speaking Spanish (or other language).

Strongly Agree Agree Undecided Disagree Strongly Disagree

21. I understand how I am being evaluated in the bilingual program.

Strongly Agree Agree Undecided Disagree Strongly Disagree

22. I find most extra activities (i.e. speakers, field trips, etc.) in the program to be useful.

Strongly Agree Agree Undecided Disagree Strongly Disagree

23. It is important for the bilingual teacher to feel equally comfortable speaking (using) two languages with ease.

Strongly Agree Agree Undecided Disagree Strongly Disagree

24. The best extra program activities which were most useful to me this past year were (please list:

_____

_____

_____

25. The best part of the bilingual program is: (please complete)

_____

_____

_____

26. The worst part of the bilingual program is: (please complete)

_____

_____

_____

27. If I could make one change in the bilingual program I would: (please complete)

_____

_____

_____

Additional Comments:

_____

_____

_____

FACULTY QUESTIONNAIRE

Name_____

1. What do you perceive as your role in the Bilingual Teacher Training Program at UWM?

2. What do you understand the goals and objectives of the program to be?

3. Do you think those goals are being achieved? How so, or why not?

4. Do you think the bilingual teacher should be trained differently from the regular teacher? If yes, explain. If no, why not.

5. Are the bilingual teacher trainees different in any way(s) from the regular program teacher trainee? or: are there obvious strengths or weaknesses in either group?

6. Does the program achieve a balance between the theoretical and practical aspects of bilingual teaching?

7. What are the strengths of the bilingual teacher training program?

8. What are the weaknesses of the bilingual teacher training program?

9. How should the program be changed or what direction should its growth take in your opinion?

10. Do you feel the program is well-coordinated in its relationship to the participating departments?

11. Do you have any additional comments that should be included in this evaluation of the program?

APPENDICES

1. Invitational Letter
2. Selection Panel
3. Memorandum to Program Directors
4. News Release
5. News Bulletin
6. Announcements in Spanish and English
7. Application for Traineeship in Bilingual Bicultural Education Program
8. Letter of Award
9. Acceptance Letter
10. List of Participants
11. Announcements and Correspondence

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

August 5, 1976

Dear _____:

I would like to take this opportunity to invite you or one person from your school to represent and to participate in the reviewing and selection of applicants for traineeships in the Bilingual/Bicultural Education Program.

The applications must be received no later than August 23, 1976, and the selection process will begin on August 24 at 8:00 a.m. in Enderis 388. Interviews will take place on August 26 at 8:00 a.m. in Enderis 388. On August 27, we will announce the traineeship awards.

We would be very happy to have you join us.

Thank you.

Sincerely,

Diana E. Bartley
Associate Professor

DEB:fs
cc: Mercedes Rivas
Tina Mori
Anthony Gradisnik
Dale Jensen
Helen Castaneda
Don Hoeft
Ms. Periquet
Felicia Devlin

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

MEMBERS OF THE SELECTION PANEL FOR TRAINEESHIP AWARDS IN THE BILINGUAL BICULTURAL TEACHER EDUCATION PROGRAM

(ESEA, TITLE VII)

The following persons have been invited and have accepted to participate in the selection of trainees in the bilingual/bicultural teacher training program sponsored by the University of Wisconsin - Milwaukee.

INSTITUTION /ORGANIZATION	REPRESENTATIVE	POSITION	SIGNATURE
University of Wisconsin-Milwaukee	Janet Larscheid	Staff, Bilingual Education	Janet Larscheid
Parent Committee - MPS	Amparo Jimenez	Vice President	Amparo Jimenez
Sheboygan Public Schools	Don Hoeft	Federal Projects Officer	Don Hoeft
Milwaukee Public Schools	Antonia Rank	Spanish Supervising Teacher	Antonia M. Rank
Waukesha Public Schools	Carmen M. Peniguet	Title I Coordinator	Carmen M. Peniguet

Name of Applicant: _____

Year Entering UWM: _____

CRITERIA TO ASSIST SELECTION PANEL IN INTERVIEWING APPLICANTS FOR TEACHER TRAINEESHIP AWARDS IN BILINGUAL BICULTURAL EDUCATION

Applicant's Name	QUALIFICATIONS										TOTAL POINTS
	Bilingual	Bicultural Understanding	Teaching Potential	Scholastic Record	References	Ability to communicate	Personal Qualities	Commitment	Involvement in Bil/Bicultural Ed	Involvement in Community	

COMMENTS:

NOTE: The qualifications criteria and point system are intended as a guide for the selection panel. There will undoubtedly be other factors that the panel will want to take into consideration in making its recommendations.

POINT SYSTEM: Outstanding (3), Average (2), Fair (1), Negative (0)

Outstanding:	Has the kind of personal qualities, scholastic abilities, and teaching potential needed in the Public Schools' Bilingual Bicultural Education Program of her/his choice.

7-30-76/fs

Panel Member's Name: _____

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

Name _____

Year _____

Telephone No. _____

TRAINEESHIP ACADEMIC RECORD
BILINGUAL BICULTURAL TEACHER EDUCATION PROGRAM

(E.S.E.A., Title VII)
Semester _____

Course Title and Number	Credits	Date Enrolled	Grade	Comments

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

August 5, 1976

MEMORANDUM

TO: Program Directors

FROM: Diana E. Bartley, Project Director

RE: Announcement of Available Traineeship Awards

The Bilingual Teacher Education Project has received money (see news bulletin) to be distributed to students interested in continuing their education in our Bilingual Program.

I would appreciate any announcement of the available awards and the locations where the applications may be received by your station. This would be of great public service to the community.

The application deadline is August 23, 1976. Any announcements that you make prior to this date would be greatly appreciated.

Feel free to call my office at 963-5385 if you have any questions.

Thank you.

DEB:fs

UWM THE UNIVERSITY OF WISCONSIN-MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

NEWS BULLETIN

FOR IMMEDIATE RELEASE:

In co-operation with the Title VII project in the Milwaukee Public Schools, the Racine, Waukesha, Kenosha, and Sheboygan public schools and CESA18, the University of Wisconsin-Milwaukee will award traineeships to qualified individuals who are entering or have already entered the bilingual teacher education program and to trainees qualified to continue in the program.

The Bilingual Teacher Education Project under the direction of Professor Diana E. Bartley has received $25,000 in traineeship awards through Title VII of the Elementary and Secondary Act in order to provide financial support for high school graduates planning to attend college, students now in college, college graduates seeking certification, or continuing trainees seeking certification to teach in both Spanish and English.

A maximum of nine new traineeships will be awarded for study in the Bilingual Teacher Education Program at the University of Wisconsin-Milwaukee. Trainees will be selected by a panel consisting of representatives from the University of Wisconsin-Milwaukee, as well as local school districts.

The deadline for applications is August 23. Complete information and application forms may be obtained by telephoning 963-5385 at UWM. Applications may be secured from:

The Department of Curriculum and Instruction
Enderis Hall, 3rd floor, Enderis 310 (ask for Julie Wold)
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
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PHONE: (414) 963-5385

NEWS RELEASE SENT TO:

WEMP & WNUM RADIO STATIONS, 200 N. Jefferson, Milwaukee, 53202

WEZW-FM STEREO 104, 1572 E. Capitol Dr., Milwaukee, 53211

WFMR BROADCASTING STATION, 711 W. Capitol Dr., Milwaukee, 53206

WISN AM AND FM RADIO STATION, 759 N. 19th, Milwaukee, 53204

WISN TV, 759 No. 19th, Milwaukee, 53204

WITI TV 6, INC., 5445 N. 27th, Milwaukee, 53209

WKTI, 720 E. Capitol Dr., Milwaukee, 53212

WMVS TV, CHANNEL 10, 1015 North 6th St., Milwaukee, 53203

WMTV-TV, CHANNEL 36, 1015 N. 6th St., Milwaukee, 53203

WNOV, 3801 No. 20th St., Milwaukee, 53206 (Announce in Spanish on Salsa hour, Sat.)

WUWM - FM, University of Wisconsin-Milwaukee, Milwaukee 53201

WOKY BROADCASTING STATION, 3500 N. Sherman Blvd., Milwaukee, 53216

WQFM, 606 W. Wisconsin Avenue, Milwaukee, 53203

WRIT RADIO STATION, 5407 W. McKinley Blvd., Milwaukee, 53208

WTMJ - AM RADIO, 720 E. Capitol Dr., Milwaukee, 53212

WTMJ- TV, 720 E. Capitol Dr., Milwaukee, 53212

WVTV, CHANNEL 18, 4041 N. 35th St., Milwaukee, 53216

WZMF - FM RADIO, W172-N7348 Shady Lane, Menomonee Falls, 53051

WZUU RADIO, 520 West Capitol Dr., Milwaukee, 53212

WAWA - AM & FM, 12800 Blue Mound Rd., Milwaukee, 53226

WHBL, Box 27, Sheboygan, 53081

NEWS RELEASE SENT TO (Continued):

WKTS, 875 N. 8th St., Sheboygan, WI 53081

WSHS - FM, 1042 School Ave, Sheboygan, WI 53081

WLIP, Box 659, 625 57th St., Kenosha, WI 53140

WRKR - FM, 2200 N. Green Day Rd., Racine, WI 53405

WFNY - FM, 5720 Taylor Ave., Racine, WI 53401

WRAC , 2200 N. Green Bay Ave., Racine, WI 53405

WRJN, 4201 Victory Ave., Racine, WI 53405

WAUK - FM, 1460 Whitehall St., Waukesha, WI 53186

Milwaukee Public Schools
Dept. of Elementary and Secondary Education
School Administration Building
Room 265
5225 W. Vliet Street
Milwaukee, WI 53201
(Mr. Anthony Gradisnik)

CESA 18
532 N. Pine St.
2nd Floor
Burlington, WI 53105
(Dale Jensen)

Kenosha Public Schools
4001 60th Street
Kenosha, WI 53140
(Mr. Zelke)

Racine Public Schools
2230 NorthWestern Ave.
Room 58
Racine, WI 53404
(Helen Castaneda)

Sheboygan Public Schools
Board of Education Office
Room 325
830 Virginia Ave.
Sheboygan, WI 53081
(Don Hoeft)

Waukesha Public Schools
222 Maple Ave.
Waukesha, WI 53186
(Paul Dyvad)

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

¿QUIERES SER MAESTRO(A) BILINGÜE?

BECAS PARA PREPARAR PERSONAS PARA ENSEÑAR EN PROGRAMAS DE EDUCACIÓN BILING

La Universidad de Wisconsin- Milwaukee ha recibido la cantidad de $25,000 del Título VII del Acto Educativo Elemental y Secundario, para ser usado en becas para la educación bilingüe.

El propósito de estas becas es para estimular graduados de la escuela superior, estudiantes sobresalientes actualmente en la universidad o colegio y graduados de bachillerato que desean obtener certificación de maestro, para sequir educación avanzada proveyéndoles ayuda financiera y estimulándolos para que se preparen para maestros en educación bilingüe.

CRITERIA PARA SELECCIONAR BECARIOS

- Cada becario debe firmar una "Declaración de Intento" para:

  a) Sequir una carrera de maestro en educación bilingüe

  b) Adquirir un mayor o menor en educación bilingüe

  c) Adquirir proficiencia en español e inglés

- Submisión de datos escolares de escuela superior y/o de colegio. Recomendaciones de tres personas indicando las potencialidades del aplicante para convertirse en maestro(a) bilingüe/bicultural. Una carta de referencia debe ser incluída con la solicitud que provea información sobre la educativa, experiencia, y el carácter.

- Solicitantes serán seleccionados por un panel compuesto de representantes de:

  a) La Universidad de Wisconsin-Milwaukee
  b) Las escuelas públicas de Milwaukee
  c) Comite de los padres
  d) Las escuelas públicas de Racine
  e) Las escuelas públicas de Kenosha
  f) Las escuelas públicas de Sheboygan
  g) Las escuelas públicas de Waukesha
  h) CESA18

- El dinero para las becas sera otorgado anualmente basado en la disponibilidad de fondos federales del Título VII y trabajo satisfactorio de parte del becario, manteniendo un promedio por lo menos de C+.

Personas interesadas pueden obtener una solicitud poniéndose en contacto con la profesora Diana E. Peláez-Rivera Bartley, Enderis 323, la Universidad de Wisconsin-Milwaukee (teléfono: 963-5385). Último día para someter solicitud: Agosto 23, 1976, antes de la 4 de la noche.

PLEASE POST

PLEASE POST

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

WANT TO BECOME A BILINGUAL TEACHER?

TRAINEESHIPS TO PREPARE PERSONS TO TEACH IN BILINGUAL EDUCATION PROGRAMS

The University of Wisconsin-Milwaukee has received the amount of $25,000 through Title VII of the Elementary and Secondary Education Act for traineeships in bilingual education.

The traineeships are intended to encourage high school graduates, outstanding students now in college, and college graduates who desire teacher certification to pursue higher education by providing them with the needed financial assistance and encouragement for preparation as teachers in bilingual education.

CRITERIA FOR SELECTION OF TRAINEES:

- Each trainee must sign a "Declaration of Intent" to:

  a) Pursue a teaching career in bilingual education

  b) Acquire a major or minor in bilingual education

  c) Study Spanish and English to a point of proficiency

- Submission of high school records and/or college transcripts. Recommendations from three persons who can provide information concerning education, experience, and character. One letter of reference must be included with the application which speaks to these points.

- Applicants will be selected by a panel consisting of representatives from:

  a) University of Wisconsin-Milwaukee
  b) Milwaukee Public Schools
  c) Parent Committee
  d) Racine Public Schools
  e) Kenosha Public Schools
  f) Sheboygan Public Schools
  g) Waukesha Public Schools
  h) CESA 18

- Traineeships are funded yearly based on availability of Title VII funds and satisfactory performance of the trainee, including at least a C+ average.

Persons interested can obtain an application form by contacting Professor Diana E. Peláez-Rivera Bartley, Enderis 323, University of Wisconsin-Milwaukee (Phone: 963-5385).
Deadline for applications: August 23, 1976, not later than 4:00 p.m.

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

TRAINEESHIP AWARD
BILINGUAL/BICULTURAL EDUCATION

Information regarding applications

1. All applications must be in by August 23, 1976, not later than 4:00 p.m. They must be returned to Enderis Hall, Room 323, Department of Curriculum.

2. Applications will be screened on Tuesday, August 24.

3. Applicants chosen for interviews will be notified by telephone on Wednesday, August 25.

4. Interviews will be held Thursday, August 26. Selected applicants will be notified on August 27 or August 31 (providing written notification has arrived at the University from the U.S. Office of Education).

5. Interviews will be held on the third floor, Room 384, Enderis Hall, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee. Enderis Hall is the tall concrete building on Hartford Avenue between Maryland and Downer.

6. ALL APPLICATIONS MUST INCLUDE TRANSCRIPTS. ANY APPLICATION NOT INCLUDING A TRANSCRIPT WILL NOT BE CONSIDERED.

   a. High school transcripts are required for applicants who have not previously attended college.

   b. College transcripts for applicants who have attended UWM or another university must be included.

   c. High school and college transcripts are necessary only for applicants who have attended only one semester of college.

FOR OFFICE USE ONLY:

New: _____
Continuing: _____
G.P.A.: _____

Please check the correct box:
I was awarded a traineeship in 1975-76: _____
I have never had a traineeship: _____

APPLICATION FOR TRAINEESHIP BILINGUAL-BICULTURAL EDUCATION PROGRAM
ESEA, TITLE VII

Name _____ Age _____ *Home Telephone _____
Work Telephone _____
Any other Telephone to Leave Message _____

Present Address _____ City _____

State _____ Zip Code _____

Permanent Address (if different) _____

City _____ State _____ Telephone _____

Date of Birth _____

Are you receiving financial aid from any other source? _____
If yes, how much? _____
From what source is your financial aid? _____
Address and telephone of financial aid _____

Education: Indicate in chronological order all schools attended, and diplomas or degrees earned.

Schools	From	To	Diploma or Degree Earned	Date

Are you presently at UWM? _____
If so, what year are you in? _____
Are you attending full-time or part-time? _____
What is your grade point average? _____

NOTE: The applicant must provide high school and college transcripts covering the above training.

Indicate level in which you wish to teach:
Early Adolescent _____ Elementary _____ Junior High _____ Secondary _____

* It is of utmost importance that we be able to reach you. Please leave all telephone numbers at which you can be reached.

Work Experience: List in chronological order any paid and volunteer employment. Give beginning and terminating dates of each.

Position Held	Employer	City and State	From	To

References: List three persons who can provide information concerning your education, experience, and character. One letter of reference must be included from a person who can speak to: A.) your potential as a teacher B.) your academic potential C.) character reference.
(Letters of reference are subject to Butler Amendment.)

Name	Position	Address	Telephone

BIOGRAPHICAL SKETCH: Write a short autobiography in longhand. Include any experience or talent which will in your estimation, contribute to your success as a trainee and bilingual teacher such as: scholastic distinctions, travel, community activities, language skills, special instructional talents, etc.

(Attach any continuation)

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

Dear _____:

It is my pleasure to inform you that you have been selected to receive a traineeship award in the field of bilingual/bicultural education for the 1976-1977 academic year. The traineeship will provide you with E.S.E.A., Title VII, financial assistance in the amount of _____ as you prepare yourself to become a bilingual/bicultural teacher.

For your information and guidance, the following are enclosed:

1) Acceptance of Traineeship Award in Bilingual/Bicultural Education

2) Guidelines for Payment of Traineeship Expenses in the Bilingual/Bicultural Teacher Education Program (E.S.E.A., Title VII).

My best wishes to you for a successful traineeship and career as a bilingual/bicultural teacher.

Sincerely,

Diana E. Peláez-Rivera Bartley
Associate Professor

Enclosures

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

ACCEPTANCE OF TRAINEESHIP AWARD IN BILINGUAL BICULTURAL EDUCATION

I, _____

accept the traineeship offered through the Bilingual Bicultural Education Program sponsored by the University of Wisconsin-Milwaukee. _____

_____.

I understand the payment procedures and conditions. I also understand that if I relinquish my student responsibilities the traineeship will be revoked.

Further, I understand that I must:

--Enroll as a student in those subject offerings consistent with the intent of the Traineeship Program.

--Prepare for a teaching career in bilingual bicultural education.

--Acquire a major or minor in bilingual bicultural education with teaching certification at the elementary or secondary school level. In addition to bilingual education, qualify to teach other subjects at the secondary school level.

--Study Spanish and English to a point of proficiency.

--Inform the University of Wisconsin-Milwaukee Bilingual Bicultural Education Office immediately of any change in status, such as dropping a course or withdrawal from school.

--Attend classes and fulfill my academic responsibilities in those classes.

_____
Signature of Trainee

NOTE: This acceptance must be mailed to Dr. Diana E. Bartley, Bilingual Bicultural Teacher Education Program, Department of Curriculum and Instruction, Enderis 321, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin, with a postmark dated no later than September 1, 1976.

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
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PHONE: (414) 963-5385

TRAINEES WHOSE SCHOLARSHIP WAS RENEWED:

Delgadillo, Ana Maria	1522 West Washington Milwaukee, Wisconsin 53204	Home: 671-5177 Other : 383-4675
Gallegos, Maria L.	1009 W. Washington Milwaukee, Wisconsin 53204	Home: 383-1451 Work: 671-5700 X31
Negron, Luz Maria	2714 North Richard Milwaukee, Wisconsin 53212	Home: 562-0963
Reyes, Elsie L.	2734 North 56th Milwaukee, Wisconsin 53210	Home: 442-2470 Other : 264-7358
Rodriguez, Maria Isabel	% LAUCR 805 South 5th Street, 207 Milwaukee, Wisconsin	Work: 645-6740 Other: 645-5178
Santiago, Alba N.	4859 North Hopkins Milwaukee, Wisconsin 53209	Home: 462-9619 Work: 383-3750 Other : 282-8768
Tovar, Maria Lourdes	8310 North Greenvale Road Milwaukee, Wisconsin 53217	Home: 351-2607 Work: 271-6181

NEW TRAINEES:

Campos, Ester D.	417 East Burleigh Street, A Milwaukee, Wisconsin 53212	Home: 372-4385 Other: 264-2348
Collins, Barbara Ann Rodriguez	2326 West Sunbury Court Milwaukee, Wisconsin 53215	
Diaz-Arntzen, E. Cristina	114 Arcadian Avenue Waukesha, Wisconsin 53186	Home: 542-8363 Work: 544-8900 Other: 544-8851
Harrison, Juana A.	2545 A North Pierce Milwaukee, Wisconsin 53212	Home: 265-1978 Other : 871-5080 X2 (Bob Harrison)
Hernandez, Julia	111 Spring Street Waukesha, Wisconsin 53186	Home: 542-9674 Work: 544-8900

TRAINEES (continued)

Keller, Betty Ridao	5010 N 91 Street Milwaukee, WI 53225	Home: 462-5861
Mastaglio, Mary A.	5912 Eighth Avenue, Apt. 2 Kenosha, WI 53140	Home: 654-4058 Work: 652-5419
Harrison, Nancy Silva Menendez	1302 North Astor, #10 Milwaukee, WI 53202	Home: 224-0192 Work: 475-3604
Powers, Mary Cruz	1011 W. Scott Milwaukee, WI 53204	Home: 672-6052
Ramon, Josephine	Route 1, Box 207 Union Grove, WI 53182	Home: 1-895-2297 Work: 1-895-2458
Schukow, Jill	4511 Blackstock Road Sheboygan, WI 53081	Home: 1-452-0461 Work: 1-457-5033
Weier, Aurora	2812 North Pierce Milwaukee, WI 53212	Home: 562-8398

UNIVERSITY OF WISCONSIN-MILWAUKEE / SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

TO: All Trainees and Students in Bilingual, ESL, and Language Programs.

FROM: Diana E. Bartley

RE: Advising Days DATE: 11/11/76

This is to inform you that Monday, Dec. 6, 1976 and Tuesday, Dec. 7, 1976 are especially designed as ADVISING DAYS for all students in bilingual, ESL and foreign language programs.

Ms. Janet Larscheid, Mrs. Lourdes Tovar and I will be here to answer any questions which you may have in relation to your courses for next semester.

In order to serve your academic needs better, please make an appointment. There will be a sign-up sheet on my office door Enderis Hall 321, so that you may select your time.

In addition to these dates, we are also available on:

Mondays, Nov. 15, 22, 29
hours: 12:30-2:00 p.m. Bartley
6:30-10:00 p.m. Tovar and Larscheid

We are looking forward to seeing you on the ADVISING DAYS.

Thank you.

lt.

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

TO: Participating Faculty in Bilingual Education

FROM: Diana E. Bartley

RE:

DATE: February 8, 1977

The information on the Third Annual Conference, Midland Hotel, Chicago, Illinois, February 25-27, is in the office, Enderis 323.

If anyone wishes to attend, please let us know.

The NABE Conference will take place April 4-8 at the Hyatt Regency, New Orleans, Louisiana. Our university has been invited to present the multi-media teacher training kit at the convention. Should anyone wish to attend, please let us know.

DEB/sg

THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE 414

February 23, 1977

TO: Bilingual Students in Children's Literature

FROM: Diana E. Bartley

Mrs. Felisa Devlin will be meeting with you on Tuesday afternoon beginning March 1 at 5:30 p.m. in Enderis Hall 3rd floor, 310 which is the sitting area (entrance) of the Department of Curriculum and Instruction.

The purpose of this meeting is to arrange working hours for you and Mrs. Devlin who speaks Spanish and is knowledgeable about children's literature in Spanish for bilingual programs.

I am asking you to be there promptly; this activity is for your educational benefit.

DB/g

THE UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Education

Department of Curriculum and Instruction

TO: All Stipend Recipients

FROM: Diana E. Bartley

RE: Grade point average and Semester II Schedule DATE: 2/16/77

Please call the office within a week to make an appointment to see Brigitte or Janet to verify your grade point average and to give us your Semester II schedule as required by the contract signed by you in September. We need to see your official grade report and your latest schedule. We will arrange follow-up tutoring for any who need or want it.

DEB/sg

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

TO:

FROM: Diana E. Bartley, Project Director, Title VII Bilingual Teacher Education Program

RE: Proposal Review

DATE: February 14, 1977

Thursday, Feb. 17, at 11 a.m. in Enderis 388, there will be a meeting of interested persons to review the 1976-1977 proposal for bilingual teacher education.

We would like to have your input for the spring semester and summer activities. Also we will ask you to provide ideas for us as regards the next proposal.

Those unable to attend should please call 963-5385 and present their ideas. We will be recording ideas.

Thank you.

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

TO: Faculty, Staff, Students in Bilingual-Bicultural Teacher Education Project

FROM: Diana Bartley

RE: Language Acquisition Symposium DATE: February 24, 1977

The 6th Annual UW-M Linguistics Symposium on Language Acquisition will take place March 18-19. The Bilingual-Bicultural Teacher Training Project is one of the sponsors for the symposium.

The information is in our office, Enderis 323, and programs may also be obtained in the Linguistics Department. I urge you to attend

cc. Title VII programs, Wisconsin Bilingual Consultant Office.
Department of Public Instruction. Dr. Neuman.

THE UNIVERSITY OF WISCONSIN–MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION

February 28, 1977

TO: Trainees

FROM: Diana Bartley and Janet Larscheid

The telephone number for the Learning Skills Center in Mellencamp Hall is 963-5364. This is a facility designed to help students study and give help to students.

The Departments should also have teaching assistants who will help out students. Ask the chairman of the department in which you have a course in which you feel you need help.

Please give us the day you are free. Unfortunately we have been unable to meet with all of you and we would like to get the entire group together.

Thank you.

DB/sg

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

TO: All Bilingual Trainees

FROM: Diana Bartley and Janet Larscheid

RE: Important Program Requirements DATE: March 28, 1977

The following notice is of utmost importance as of June 1, 1977

The Department of Curriculum and Instruction will not accept students who have less than a 2.5 g.p.a.; thus, we want to help ensure all trainees of entrance by scheduling conferences to go over individual records and schedules. We also want to ascertain that we are following the guidelines of the teacher training program:

1) meeting an average of 2.0 each semester
2) completing all incompletes by June 10, 1977

In order to requalify for individual traineeships, each trainee must have all incompletes removed from records and have over a 2.0 g.p.a. Also, anyone who is a junior should have been accepted into the School of Education prior to the summer session, 1977.

Each trainee is to make an appointment with Janet Larscheid to see her during the week of March 28.

Please see Janet in order to review your records which have already arrived in our office. Diana Bartley will be available, too.

It is of utmost importance that you schedule an appointment.

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

TO: Faculty Members Affiliated with Bilingual/Bicultural Education

FROM: Diana E. Bartley, Project Director

RE: DATE: April 8, 1977

If you are teaching any courses this summer which are in some way related to Bilingual/Bicultural Education, please let us know by May 1. We plan to compile a list and distribute it to local school districts.

NAME _____

COURSE _____

DAYS & TIME _____

LOCATION _____

Thank you.

THE UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Education

Department of Curriculum and Instruction

TO: Elaine Bartel, Dr. R. Cortina, Fred Eckman, Ricardo Fernandez, Richard Larson, Wendell Hunt, Luis Lopez, Mary Mell O'Dowd, Don Neuman, Irma Perlman, J. Stewi Wilda Rosario, Jack Stillman, Lourdes Tovar, and Alma Vasquez

FROM: Dr. Diana Bartley and Mark J. Carreño mjc DB

RE: Photographic session for the development of a Bilin- DATE: 5/9/77
gual-Bicultural slide presentation

We would like to photograph you on Thursday, May 12, 1977, at 5:15 p.m. in Enderis Hall, Room #323. The session will take approximately 20 minutes. In the event that you cannot attend, please contact the Bilingual Education Office at 5385, 5386 or 5247.

Thank you.

MC/sg

To: Trainees

From: Diana E. Bartley

On Saturday, April 23rd, Dr. Milton Silva will present a special informal session for the trainees and bilingual workshop students on

"Testing for Bilingual-Bicultural Education"

The session will begin at 1:00 and we ask that you arrive at approximately noon. There will be a pot luck lunch and we hope you will want to participate. This is an informal meeting especially for the trainees.

If you cannot make the meeting, then please plan to attend the Wednesday, April 20th session in Enderis 388 at 4:30 p.m. at which Dr. Silva will deal with the same topic.

THIS MEETING WILL BE AT MY HOUSE: 203 W. Highview Drive
Mequon, Wisconsin

vj

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

ANNOUNCEMENT

Fermin Burgos

of the Milwaukee Public Schools

will hold a session on

"Teaching Social Studies in the Bilingual Classroom."

Date: April 27, 1977
Time: 4:15 p.m.
Place: Enderis Hall, Room 388

THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

—YOU ARE CORDIALLY INVITED—

"The Aztecs of Tenochtitlan and Mexico City: Teaching Culture Through the Social Studies."
Speaker: Fernando Lozano, Bilingual Education Service Center, Arlington Heights, Ill.

Wed., June 8, 1977 at 4:30 pm in Enderis 384

AND

"The Bilingual Curriculum Emphasizing Pre-Reading and Reading: A General Discussion with Questions and Answers."
Speaker: Tomas Cabassa, Bilingual Education Service Center, Arlington Heights, Ill.

Wed., June 15, 1977 at 4:30 pm in Enderis 384

presented by the Bilingual Teacher Training Program--DIRECTOR: Dr. D.E. Bartley

UWM THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

SPANISH LANGUAGE ARTS
in the
BILINGUAL CLASSROOM

1 credit

272-500 Workshop in Curriculum & Instruction Section 081

Instructor: Professor Emeritus RAMONITA SANTOS de GARCÍA

University of Puerto Rico

July 21 & 22 6:30 - 10 pm

July 23 9:00 - 5 pm

Sponsored by the University of Wisconsin-Milwaukee's
Title VII Bilingual Teacher Training Program
Director: Dr. Diana E. Bartley

PLACE: Bolton 219

REGISTRATION: UWM SUMMER STUDENTS - Fill out add card
Others - Registration forms available the first class
Out-of-state students welcome!

For more information call 963-5385/6

YOU ARE CORDIALLY INVITED

TO AN INFORMAL

RECEPTION

in honor of

PROFESSOR RAMONITA SANTOS de GARCÍA
EMERITUS PROFESSOR

University of Puerto Rico
Rio Piedras, Puerto Rico

Sponsored by

Bilingual/Bicultural Teacher Education Project
Department of Curriculum & Instruction
University of Wisconsin-Milwaukee

ENDERIS HALL 384

8:00 p.m.

Tuesday, July 19

For Further Information Call:

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